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IN-SERVICE EDUCATION OF OFFICE OCCUPATIONS TEACHER-COORDINATORS. FINAL REPORT.

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TWENTY-SIX OFFICE OCCUPATIONS TEACHERS FROM 24 STATES, THE DISTRICT OF COLUMBIA, AND PUERTO RICO ATTENDED THE FIRST NATIONAL INSTITUTE FOR INSERVICE EDUCATION OF OFFICE OCCUPATIONS TEACHER-COORDINATORS AT THE UNIVERSITY OF NORTHERN IOWA TO PARTICIPATE IN 4 WEEKS OF CLASSROOM INSTRUCTION AND PRACTICAL FIELD OBSERVATIONS RELATED TO THE OFFICE OCCUPATIONS EDUCATIONAL CYCLE. THE CYCLE, AS DEVELOPED BY DR. BRUCE I. BLACKSTONE, STARTS FROM AN ANALYSIS OF THE OCCUPATION AND A DESCRIPTION OF BEHAVIORAL TERMS TRANSLATED INTO EDUCATIONAL PROCEDURES WHICH, PLACED INTO OPERATION IN AND OUT OF SCHOOL, PROVIDE THE STUDENT WITH PLANNED LEARNING EXPERIENCES AND REALISTIC OPPORTUNITIES TO USE SKILLS AND KNOWLEDGES, PLACEMENT IN THE WORLD OF WORK, AND EVALUATION ON THE BASIS OF SUCCESS ON THE JOB. NATIONALLY KNOWN RESOURCE PERSONS PRESENTED MATERIALS RELATIVE TO THE CYCLE. THE TEACHING OF DISADVANTAGED YOUTH WAS GIVEN PRIME CONCERN. EACH PARTICIPANT SPENT 3 DAYS IN EACH OF TWO OFFICES IN THE AREA TO GATHER JOB INFORMATION. INCLUDED ARE (1) THE FOLLOWUP EVALUATION FINDINGS AND COMMENTS OF THE PARTICIPANTS, (2) A BIBLIOGRAPHY, (3) EXTENSIVE APPENDIXES CONTAINING FEDERAL LEGISLATION REPORTS, INSTRUCTIONAL MATERIALS, THE EVALUATION QUESTIONNAIRE, AND INSTITUTE INFORMATION, AND (4) A DESCRIPTION OF THE CYCLE. (PS)

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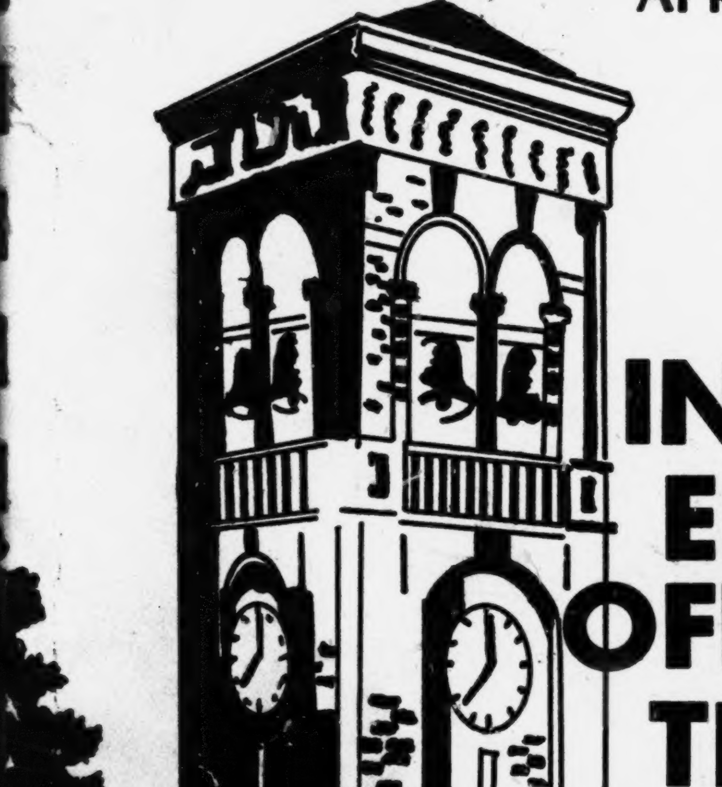

IN-SERVICE EDUCATION OF OFFICE OCCUPATIONS TEACHER-COORDINATORS

DEPARTMENT OF BUSINESS
AND BUSINESS EDUCATION

UNIVERSITY OF NORTHERN IOWA
CEDAR FALLS, IOWA

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FINAL REPORT

Project No. 7-0542

Grant No. OEG 3-7-070542-2968

IN-SERVICE EDUCATION OF OFFICE OCCUPATIONS TEACHER-COORDINATORS

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ACKNOWLEDGMENT

The participants were, of course, extremely important people to the Institute personnel, but to the success of this final report they were absolutely indispensable. Without their cooperation and assistance, this report would not have been possible. The writers are eternally indebted for the participants' contributions.

Jack C. Reed
Lucille E. Wright

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SUMMARY

The first National Institute for In-Service Education of Office Occupations Teacher-Coordinators was conducted at the University of Northern Iowa, Cedar Falls, Iowa, from July 17 to August 11, 1967. It was financed by a grant from the USOE. Twenty-six participants attended representing twenty-four states, the District of Columbia, and the Commonwealth of Puerto Rico. The participants were recommended by their State Supervisors.

The purpose of the Institute was to organize a four-week course of study to provide the participants with classroom instruction and practical field observations as related to the Office Occupations Educational Cycle and the new Taxonomy. The following excerpt from a presentation by Dr. Blackstone explains the cycle concept:

> "The educational cycle for office occupations starts from an analysis of the occupation and a description in behavioral terms translated into educational procedure, placed into operation, in and out of school through planned learning experiences and realistic opportunities to use skills and knowledges, then placement in the world of work and evaluated on the basis of success on the job."[1]

The daily schedule of activities related to some phase of the cycle. Each participant spent three days in each of two offices in the Waterloo-Cedar Falls area during which time they gathered information for job descriptions and job narratives through observation and interview. They wrote critical incident reports which helped to identify the less obvious requirements of the job, primarily in the social behaviors and background knowledges. Extraction of competencies from job descriptions was done by the participants. They were instructed in the use of effective and appropriate methods of teaching.

Many nationally known resource persons presented material relative to the Office Occupations Educational Cycle which informed the participants of the latest developments and techniques in cooperative, simulated, and directed office education programs. The teaching of disadvantaged youth was given prime concern.

An accepted responsibility of each participant was to return to his state and formulate a plan to disseminate Institute information to as many interested individuals or groups as possible. The goal was to disseminate the material nationwide.

Evaluation techniques were used during the Institute and immediately following. A six-month follow-up study was conducted by means of a questionnaire to each participant. Selected participants were visited and were observed teaching their programs using Institute materials. Capsuled comments of their reactions to the Institute are incorporated in this report in the results section.

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[1] An excerpt from a presentation at the Office Occupations Teacher Educator Clinic, Detroit, Michigan, March 7-10, 1966, by Dr. Blackstone.

I. INTRODUCTION

In the spring of 1967, the United States Office of Education granted the University of Northern Iowa $29,679 to conduct an Institute for In-Service Education of Office Occupations Teacher-Coordinators. The Institute was held from July 17 to August 11, 1967, in Cedar Falls, Iowa. Twenty-six participants attended representing twenty-four states, the District of Columbia and the Commonwealth of Puerto Rico.

The University of Northern Iowa, Department of Business and Business Education, applied for this grant because they recognized the need that existed to bring teacher-coordinators, working in the field of vocational office education, up-to-date in the techniques of vocational office education and to understand the Office Occupations Education Cycle as devised and developed by Dr. Bruce I. Blackstone, Head, Office Occupations, USOE. The vocational staff of the department felt there was a definite need to offer in-service education to teacher-coordinators throughout the nation, based on this newly conceived technique, in conjunction then with the newly developed taxonomy soon to be adapted to the field of vocational office education.

II. BACKGROUND

To understand the felt need for an Institute of this kind, it is necessary that one consider the changing role of the business teacher in the changing economy. One must further consider events from which educational philosophies emerged and were implemented for the improvement of business education oriented occupations. The single most important event relative to these considerations was the Vocational Education Act of 1963. The Act intensified immensely the need for concerted efforts in re-education of business teachers throughout the nation and office education teachers in particular. It also amplified the need for a greater number of business education teachers to meet the demands of the world of work.

The first public school courses in America in Business Education were organized to help meet the needs of business for an increasing number of bookkeepers and clerical personnel. The emphasis was on acquisition of skills primarily, sufficient enough to meet the rather simple needs of business recordkeeping and communications of that day.

With the Industrial Revolution came an emphasis on efficiency and in office procedures as well as efficiency in production. The sizable increases in production created sizable increases in office activities without a corresponding increase in the availability of office personnel. Efficiency became paramount to the continued progress. Creative thinking took place to meet the demands and new office machines were invented and improved upon periodically. New systems and procedures also were developed. Improved communication media allowed greater effectiveness and increased the tempo of business tremendously. Through these changes the positions of the office worker changed to meet the new demands accordingly of the business world. Specialization of office workers became necessary and mandatory as the new demands were being made, which exceeded the abilities of most entrants into the field.

III. PROBLEM

During this period of change, it was recognized by educators that it was necessary to educate all citizens for effective economic participation following their periods of schooling. High school courses were designed to meet as nearly as possible the more sophisticated needs of consumers operating in a society of greater complexity than had ever been known previously. The business teacher found that the new role of business educator to be not completely compatible with the business teacher's role as a vocational educator. By in large, however, business teachers responded and served both purposes at least with objectivity and concern for both general education and vocational education in the business curriculum. It was apparent that unfettered loyalty to but one purpose was impossible for most business teachers. Vocational business education curriculums are founded on strong general business education foundations.

IV. REVIEW OF RELATED RESEARCH

The passage of the Vocational Education Act of 1963 tremendously increased interest in the vocational aspects of business education and the need for these to be specialized. Monies were made available for this very purpose, to strengthen vocational concepts based on fundamental general educational understandings. Research into business occupations content and the correlation of the teaching of business occupations was encouraged and remunerated. Immediately, there was a division of duties within business education departments in educational institutions to specialize business teachers in either general business education or vocational business education. Students of the vocational teacher clearly established and declared career objectives which became the core for individualized curriculums designed by the teacher. State plans spelled out the requirements for vocational programs that were to receive reimbursement under the Vocational Education Act of 1963.

V. PURPOSE

The purpose of the Institute was to organize a four week course of study in order to provide the participants with instruction and practical field observations and participations as related to the office occupations educational cycle and the new taxonomy. The new specialists in business occupations education needed orientation of vocational programs. Dr. Bruce I. Blackstone is a dedicated leader in the effort to structure new knowledges, concepts and techniques into courses of study. He has developed this new approach known as The Office Occupations Educational Cycle.

The following excerpt from a presentation by Dr. Blackstone explains the cycle concept:

> "The educational cycle for office occupations starts from an analysis of the occupation and a description in behavioral terms translated into educational procedures, placed into operation, in and out of school through planned learning experiences and realistic opportunities to use skills and

> knowledges, then placement in the world of work and evaluated on the basis of success on the job."[1]

The approach is sound, but is in need of national dissemination to those at operational and administrative levels in office occupations education. It is not a mandatory approach, but one of suggestions for assistance. The Institute was planned to provide the first step in this communication of direction for better programs in the states and territories of the nation.

VI. OBJECTIVES

Translation of the Office Occupations Educational Cycle into the various activities of concern to office occupation teachers yields the objectives of the Institute. They emerge chronologically as follows:

A. Understand thoroughly the new orientation in the office occupations cycle.

B. Be able to describe and analyze jobs.

C. Be able to identify from job analyses the behaviors, social competencies needed and background knowledges needed by entry level workers in office occupations.

D. Be able to identify disadvantaged students and to be able to design the curriculum for each student which will make it possible for him to profit from vocational instruction.

E. Be able to translate behaviors, social competencies and background knowledges, in office occupations into appropriate learning materials and experiences and be able to set performance standards for students which will meet job entry requirements.

F. Be able to select appropriate and effective methods and teaching media for the purpose of implementing teaching techniques for individual students at all levels to meet standards for successful performance of their specific choice of office occupations.

G. Be able to integrate successfully experiences in the classroom and on-the-job training in order to maximize occupational learnings.

H. Be able to design effective learning experiences for other than cooperative office occupation programs.

I. Be able to work effectively with public employment services in the placement of students completing the office occupation education programs.

J. Be able to conduct follow-up studies of former students and to interpret results in terms of improvement of existing curricula.

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[1] An excerpt from a presentation at the Office Occupations Teacher Educator Clinic, Detroit, Michigan, March 7-10, 1966, by Dr. Bruce I. Blackstone, Head, Office Occupations Education, Division of Vocational and Technical Education, United States Office of Education.

VII METHOD

Time-tested methods and procedures from other vocational services have been examined critically by many office occupations educators and administrators. Those most appropriate to the office field have been modified and applied in the states. An attempt was made in the Institute to use resource persons from many parts of the country to bring together the best instructional activities that have thus far been experienced.

Initial Procedures

A packet of materials which included the brochure, letters to candidates and alternates, self-addressed, stamped return envelopes, and a cover letter was prepared and mailed to all State Supervisors of Office Education. The brochure listed the objectives of the Institute and provided pertinent information for prospective candidates. Letters and envelopes were to assist the State Supervisors by conserving time when making contacts with their selected candidates and alternates. Applicants were screened by a University of Northern Iowa committee and 27 selected to participate, each candidate having one alternate. All necessary registration and credential materials were included in this mailing with a cover letter.

Mr. Jack Reed, Teacher Educator of Office Education and Director of the Institute; Mrs. Lucille Wright, Teacher Educator of Office Education and Assistant Director; Mr. Oliver Anderson, Director of Vocational Education, and Dr. Lloyd V. Douglas, Head, Department of Business and Business Education served as a committee to assist in planning the Institute program.

Planning consultants were contacted and they assisted greatly in making suggestions for the Institute. They included Dr. Bruce I. Blackstone, United States Office of Education; Dr. Fred Cook, Wayne State University; Dr. Richard Ashmun, University of Minnesota; Dr. Harry Huffman, Ohio State University and Dr. Estelle Popham, Hunter College.

Tours were planned, consultants contacted, and instructional materials developed and a reference library collected, prior to developing the syllabus for the Institute. Flexibility was built into the syllabus in an effort to meet the specific needs of the Institute participants. These needs were determined after the Institute participants arrived and declared specific needs.

The Center for Research and Leadership Development in Vocational and Technical Education at the Ohio State University was visited to obtain information and suggestions for instructional materials and techniques.

Instructional Procedures

Evaluation of student progress for the purpose of curriculum adjustment to meet the needs of participants was a continuous activity. Evaluative methods, for the purpose of this report, were separated out of each of the Institute activities in order to give the reader a better understanding of the total evaluative effort.

Some instructional methods pervaded the entire four week curriculum and for brevity will be noted here and will not be repeated again, for each of the instructional topics. One of these methods was the reading and review of, and the applications of concepts from the textbooks:

1. Administration of Vocational Education: Rules and regulations, Vocational Education Bulletin No. 1.
2. The Stenographic, Secretarial, and Related Occupations Curricula Guide
3. Equality of Educational Opportunity
4. The Youth We Haven't Served
5. Educating Disadvantaged Children in the Middle Grades
6. Guidelines in Cooperative Education

All of these textbooks are from the United States Department of Health, Education and Welfare, United States Office of Education, except number six which is from the Center for Vocational and Technical Education, The Ohio State University.

Participants were assigned the reading of all the texts over the four-week period. Chapters most pertinent to the following days presentation were assigned for evening reading. During and following the presentations the textbook material was discussed and implications for application to the participants own programs were brought out.

Also accessible to the participants were the facilities of the University library. A sizable collection of reference books and periodicals as well as duplication service was provided and their use encouraged for the acquisition of broader knowledge of the whole field of office occupations education. More specific information on teaching was provided through the facilities of the Curriculum Laboratory. In addition to hard bound books on the subject of teaching, this facility provided brochures, manuscripts and short papers on specific subjects. Films, film strips and recorded tapes were also available. Participants were encouraged to overcome individual subject-matter deficiencies through the use of these media.

In order to provide participants with recently published reference materials for use in the classroom, a third facility was developed. Materials of special interest to the workshop group were purchased and displayed in the classroom. These were used during the sessions and following topic presentations. They were planned to update the knowledge of participants on specific topics under discussion.

Interaction of ideas was enhanced through luncheon presentations of the participants regarding their activities in their programs and the programs that existed within their states. Finally, the participant group was divided into review committees, each being responsible for a review of the presentations made during the week. Committee members met to compare and analyze the importance of information presented and the review included the most important aspects of the weeks materials in a duplicated weekly summary of events, distributed to all Institute members. A summary of this report was given orally by the committee to the Institute on Friday afternoons.

Teaching Aids

To illustrate, apply and review the learnings of the Institute, a variety of teaching aids was used. A tape recorder recorded the presentations of visiting resource persons. This made it possible to review critical portions of the talks and to dispel misunderstandings that arose at later times. Some presentations were made via recorded tape, only, when it was impossible to schedule a resource person for a personal appearance.

Unfortunately, Dr. Blackstone, USOE, was unable to attend the Institute. However, he prepared a tape and 60 transparencies which were used to provide the participants with the philosophy of the USOE.

Use was made of films, film strips and slides during many of the presentations. Overhead projection was used frequently to illustrate and to make note-taking more efficient and accurate. Discussions were recorded on chalkboards or dittoed for distribution to participants.

Flip charts and diagrams were used where applicable. Exhibits, from each state, showed various types of forms and instructional materials. Brochures describing special purpose equipment and instructional materials were obtained from suppliers and distributed to participants.

Orientation and Instruction

Orientation of participants included familiarization of public employment services. It also included information and interpretation of the enabling federal acts concerning office occupations education, a description of broad roles of the office occupations teacher, the inclusions and purpose of state plans for vocational education, the status of the vocational club program and importance of good listening to educators. The importance of research and agencies for research completed the orientation portion of the Institute.

The method used for large office procedure familiarization was a guided tour through a large local packing plant. Production activities were related by guides to activities required in office procedures. Requirements for beginning office workers in this firm were discussed by supervisory office personnel and reasons for requirements were established.

Following the orientation period scheduled speakers made the following presentations:

"VOCATIONAL EDUCATION ACT OF 1963." Mr. Jack Reed, Teacher Educator, University of Northern Iowa.

The Institute Director, Mr. Reed, distributed copies of Administration of Vocational Education: Rules and Regulations, Vocational Education Bulletin No. 1.[1] He emphasized the importance of knowing and understanding the provisions of those laws under which vocational educators operate—the enabling legislation. The Vocational Education Act of 1963 provided for the use of federal funds to assist states in maintaining, extending and improving existing programs of vocational education and in the development of new programs. He presented a summary of the laws passed by the United States Congress which directly and indirectly concern themselves with vocational education programs. In addition to the text mentioned, Mr. Reed assigned mandatory reading assignments to the participants. Part 104 - Administration of Vocational Education: Federal Allotments to States. Rules and Regulations[2] was referred to frequently during the lecture and was a part of the reading assigned.

Mr. Reed believed that a concrete understanding and interpretation of the Vocational Education Act of 1963 was necessary in order for vocational teacher coordinators of office occupations to assess the full and meaningful purpose of the congressional desire to assist vocational education. He stressed the many facets of the Act and urged complete and knowledgeable understanding of it on the part of all business education teachers particularly.

The discussion that followed by the participants concluded:

1. Programs of education designed to prepare persons for employability are definitely in the realm of concern of business educators.

2. Persons of all levels of ability are provided for in the legislation and many may profit from business education programs.

3. Research is a major portion of the legislation and should be recognized as a responsibility of the classroom business education teacher.

4. Evaluation of educational achievements is to be conducted periodically to assess progress and therefore, systematic records need to be kept.

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[1] U. S. Department of Health, Education and Welfare: Office of Education. Administration of Vocational Education: Rules and Regulations, Vocational Education Bulletin No. 1, 1966. (Washington: Government Printing Office, 1967).

[2] U.S. Department of Health, Education and Welfare; Office of Education, Part 104 - Administration of Vocational Education: Federal Allotments to States, Rules and Regulations. (Washington: Government Printing Office, August 28, 1964. pp. 39-56).

Participants referred to the materials distributed by Mr. Reed during the discussion period. These included:

1. Part 104 - Administration of Vocational Education: Federal Allotments to States, Rules and Regulations.

2. Federal Legislation Concerning Vocational Education of Less Than College Grade. (Appendix A).

3. Federal Appropriations for Vocational Education for Fiscal Year 1968. (Appendix B).

4. Amendments to the Higher Education Act Approved by Congress - Legislative Developments. (Appendix C).

Following the discussion Mr. Reed summarized:

1. Vocational business education programs are operating within the framework of the Act of 1963 and the subsequent appropriations.

2. An understanding is necessary, for full participation, in the Institute proceedings to follow, of the legislative structure of vocational education.

3. Effective work as a coordinator in a vocational education program of office occupations requires the coordinator to be current in knowledge of legislative proceedings paramount to vocational education.

"THE OFFICE OCCUPATIONS EDUCATIONAL CYCLE." Mr. Oliver Anderson, Teacher Educator, University of Northern Iowa, for Dr. Bruce I. Blackstone.

The Office Occupations Educational Cycle was developed by Dr. Bruce I. Blackstone of the United States Office of Education and was primary to the Institute. The participants were dismayed that Dr. Blackstone was not in attendance for his presentation and felt this was a grave detriment to the Institute. His presentation was made by tape recording and administered by Mr. Anderson. His presentation by tape did not suffice inasmuch as this did not offer an opportunity for interaction by the participants with Dr. Blackstone relative to the basic segment of the Institute - The Office Occupations Educational Cycle. The Institute was designed to teach teacher-coordinators how to use and apply the Office Occupations Educational Cycle techniques and principles in the classroom. It was the concensus that in the future, disturbances such as this should not develop to hinder progress in educational institutes.

The Office Occupations Educational Cycle (Appendix D) originates with an understanding of the Occupation - Step 1. In an effort to develop an understanding of the Occupation, a description and an analysis of the Occupation must be made. This Description and Analysis must include understandings of required social and background knowledges. When this description is complete the demands of the Occupation are translated into Step 2.

Step 2 is the Curriculum. Translation takes place through the media of materials development. These contribute to the learning of the student. These learning experiences are then considered in the light of performance standards. Social and background knowledges that are standard and assumed requirements, in order to meet the performance standards established, are considered in the curriculum. In this consideration, it becomes necessary to recognize the specific materials necessary to teach the knowledges herein described. Media techniques are then employed and the methodology is determined by the teacher-coordinator. The actual educational process selected becomes the foundation of Step 3.

Step 3 involves the learning experiences of the student both in the classroom setting and outside the classroom environment. The student learns to meet the performance standards of business and to develop social and background knowledges necessary in the business world. Realistic materials are employed and instruction is then divided into two sections: Individual Instruction and Group Instruction. These sections strive for realism and give the student an opportunity to practice the skills and knowledges learned.

When Step 3 has been successfully accomplished, the student moves into Step 4 - The World of Work. This learning experience may be experienced in one of three settings. The simulated program, the directed program or the cooperative program.

Seeking constant analysis of the instruction is a function of the coordinator. Step 5 then is a critical analysis of the instruction that has taken place by continuous follow-up study of graduates for at least a five year period. This step is also concerned with the placement of students upon graduation. At this point the educator returns then to Step 1 and repeats the cycle in the area of adult education where it will continue to function as a sound educational philosophy.

The Office Occupations Educational Cycle, more commonly referred to by the participants as the Blackstone Cycle, was unanimously accepted by the Institute participants without reservation, as a sound philosophy. The teacher-coordinators felt this was a document that had been needed in this definitive form for many years by business education. It was further felt, that to implement this educational procedure and philosophy was within the realm of reality and was truly a magnificent contribution to business education and to the world of work as well. This report shall refer to the Blackstone Cycle, hereafter.

The participant reaction was one of deep interest in this new approach and as a result the participants looked forward to the days they would spend in observing in business offices and writing materials to help implement the Blackstone Cycle in current curriculums. The aspect of social and behavioral skills had not been developed in the majority of curriculums discussed by the participants. The participants spoke only of their own individual programs and expressed an interest in adapting the materials developed at the Institute to their programs upon returning to their schools in the fall.

Recognition should be given to one participant, Mr. William Moran, Edmond School District #15, Lynwood, Washington who translated the Blackstone Cycle into a pictoral concept that will be incorporated into his instruction in an innovative procedure. (Appendix E).

Mr. Moran has taken the philosophy of the Blackstone Cycle and applied it to a wheel which is symbolic in the motivation of our economy. The outer rim of the wheel, while turning the hub of the wheel, may be traveling over rough and uneven terrain, just as the student in the classroom may travel over many obstacles and problems in the course of study, to reach his ultimate goal. Mr. Moran has placed the major category, The World of Work, in the hub.

He relates the need for the Wheel to an article by W. Wesley Tennyson (Appendix F) and quotes:

> "Identification with work models is vitally important to young people if they are to develop realistic self-concepts. Contact with a work sponsor through the cooperative part-time program provides the young person with an opportunity to test the appropriateness of his earlier identifications."

This then, Mr. Moran feels, is what coordinators of cooperative programs must do in the first process of Job Description and Analysis, in essence, determine those knowledges which will effectively aid the student in making a clear and understandable identification with the real World of Work. Through this understanding, the self-concept will be tested and evaluated by the individual.

The materials developed in the second phase of the Blackstone Cycle materialize as a result of the initial phase and must, therefore, be of a type that will reach the student and help him in his own problem area. To help insure this development, the coordinator must take him, at the starting point of the individual, and build skills and knowledges into the curriculum which will take him from this point to one of understanding himself, the job and his goals so that applications of the various techniques learned culminate in acceptable performances. This, of course, places a major emphasis on the technique of teaching most applicable to the situation -- that of Individual Instruction.

The contribution made by Mr. Moran is a significant one to business education and is typical of the contributions made by participants during this Institute, although this is more tangible than the others. It is also another indication of the effect the Blackstone Cycle has had on business educators in office occupations. Teacher coordinators are presently applying this design to curriculum changes to improve business education programs.

"EXTRACTING COMPETENCIES." Mr. Oliver Anderson, Teacher Educator, University of Northern Iowa.

Extraction of Competencies for writing job descriptions was the subject by Mr. Anderson. He distributed materials to the students. These were developed by thirteen graduate students who dealt with the problem of implementing the functions in the Blackstone Cycle. Examples were used to clarify the concepts presented. (Appendix G).

Extraction of competencies from sample job descriptions was done by participants using materials developed by the graduate students as shown in Appendix G. The cycle worksheet relates to individual instruction more directly than to group instruction. By determining first the basic competencies and knowledges needed and stating them chronologically, the educator is then in a position to determine selected facts about the competency in question and to develop further information relating to the specific competency in question. After these competencies are determined, the educator is in a position to determine the appropriate time to teach the necessary knowledge. The methods and media selection is the final analysis to be completed.

Translation of the competencies into an individual curriculum was performed by the participants interviewing recent high school graduates, employed in the firms cooperating as observation stations for the Institute, employed in beginning entry level occupations. The present repertory of the subjects was determined through interview only. Guidelines were presented which were used as criteria for assignment of instructional topics to large group, small group or individual curricula.

The participant reaction was one of interest and curiosity. It was not firmly agreed that this procedure was conclusive in itself. Many of the social and behavioral skills could not be relegated to the confines of the worksheet and it was felt that in some instances the use of the worksheet might preclude the serious attention necessary to the social and behavioral skills. It was agreed that the participants could readily see the need for the worksheet to assist in the writing of job descriptions more specifically to the skill areas than to the less tangible areas.

The participants felt the Cycle Worksheet was a desirable educational tool and that the directions or instructions for the use of the instrument would be very useful in the classroom for development of training materials and to finalize the training plan for each individual student.

"RECENT DEVELOPMENTS IN BUSINESS AND EDUCATION." Dr. Mary Ellen Oliverio, Columbia University, New York.

The broad role of the business occupations teacher was described by Dr. Mary Ellen Oliverio of Teachers College, Columbia University. Dr. Oliverio called for business teachers to view their responsibility broadly and to establish adequate models for the work and the teaching required of them. She stressed the need to focus on the comprehensive views of learning rather than on the small and insignificant immediate view. Business teachers were advised to stretch the aspirations of the students and to place vocational business education back into the total program of business education. She called for priorities to be established in criteria understandable to the students and to then relate preparation to that individual student. These priorities would demand a curriculum that would adapt to the needs of each student. Dr. Oliverio spoke in favor of a strong and flexible curriculum, designed to meet the needs of students. She feared that all too often work study programs do not achieve objectives because there is little relationship between the student's innate ability and the student's job. She believed that often the student received a job and did the same job the whole school year. The coordinator should make the student aware of the little accomplishment and the limited range of experiences to be gained from such an experience. She further questioned the effectiveness of the office laboratory. Students, in her opinion, seldom are given the type of laboratory problems with which they will find themselves faced in the world of work. Students then should be given problem solving experiences that provoke thought.

Learning requires a good deal of thinking and far too often teachers concentrate too much on the learning and not enough on the thinking. Laboratories are not being fully utilized because of locked doors that are locked to protect equipment. Administrative policies should be developed to make facilities available to students at all times possible. Locked classrooms were a hindrance to learning and were negating the very purpose for the purchase of the equipment.

Business programs lack vitality today and this should change. The need is to make the vocational business program more comprehensive in order to produce high-level workers. It is necessary to find out who the youngsters are that come to the school, what are the experiences they bring with them, what are the experiences they have not had and to them establish priorities of what is to be taught. Standards should be enforced and made clear to students. Preparation should be related to the student as an individual and he should be permitted to explore possibilities and work at his own pace.

The expressed belief that people would never become obsolete, even in the world of automation was decidedly that of Dr. Oliverio. Training needs to be realistic in the educational world and the subject of grades for work accomplished in the classroom should be just as realistic. In again stressing the need for establishing clear and adequate models for the work we are teaching, Dr. Oliverio pointed out that employers with limited supply of manpower must lower their standards and offer further advanced training to staff. Further, she explored the new skills anticipated for the future world of work and anticipated that machine shorthand will probably be used more in the future and will possibly be used as an input media for computers. Through ERIC, the federal government is setting up depositories where results of research will be quickly available using automated techniques. There is a need, in her opinion, for interdisciplinary thinking, discussing the relationships between business education and other disciplines.

In summary, the speaker felt that educators and administrators should help to improve the image of business education in the eyes of the students and the business world. She sought recognition of the following points in her summarization:

1. Put vocational education back in perspective
2. Give students experiences that will make work meaningful
3. Establish priorities
4. Delete work experiences that are meaningless
5. Teach to students and not to test scores
6. Individualize instruction
7. Make educational equipment available to students
8. Remove locks from classroom doors
9. Teach processes not specific jobs
10. Encourage higher efficiency standards

Small discussion groups developed following the presentation of Dr. Oliverio. The groups discussed her address and felt that her presentation was well done although exceptions were taken to some points expounded. The concensus was that business education should be founded on a strong curriculum and that to be strong, the curriculum must of necessity be flexible. It was agreed further, that all too often locked doors do hinder students from learning. Administration dictates policies and locked doors and short hours are not conducive to skill courses. The concensus was that this problem was a real detriment to business education.

A participant, Mr. Gore of Clevelend, offered a solution to the problem. He suggested that the installation of soundproof booths be added to school laboratories or libraries where students would have access to the area prior to school, after school hours, during study hall and in the evenings, if possible. In addition to typewriters, he envisioned other equipment would be available in this area such as tape recorders, dictation machines, transcription machines, adding machines, calculators and practice sets. In addition to this equipment, text materials would be available to check out of the library to do makeup work or homework or advance work depending upon the individual needs. Assignments would be given by the teacher to help improve a student in a particular weakness. He recognized, that in this proposal, equipment would be checked out over night just as reference books would be in a library.

The group then conceded that Mr. Gore's proposal was one of merit, but that they could not envision equipment being placed on a check-out basis.

Laboratories have not been developed as described by Mr. Gore and the concensus was that this might be an answer to serious problems. Mr. Gore teaches in a poverty area and it was realized that the availability factor would enhance his program particularly and perhaps many others in the same manner.

Reaction to the summarization of Dr. Oliverio was unanimous. The group believed:

1. Vocational education was in perspective with Business Education
2. On-the-job experiences were meaningful to students
3. Priorities needed to be established
4. Work experience programs designed through training plans deleted meaningless activities
5. Students are taught and scores are then determined as grades
6. Instruction that is individual is paramount to vocational office occupation programs
7. Educational equipment should be made more available
8. Locked classrooms hindered instruction
9. Job Descriptions and Job Analysis taught to job-cluster concepts and skills were transferable for office occupation students
10. Efficiency standards must satisfy business

It was the unanimous feeling of the participants that when an employer requested a student to remain in his employ following graduation, the training period then would be a criteria of success for the student. If the employer had not been satisfied during the training period, the student would not have been successful in the training nor in the position. Those students who wish to seek employment, other than their training station, following graduation are also considered successful when they can gain employment and leave their training station with a record of achievement. Neither instance should be considered success standing alone. Certainly the contributing factors of the employee-employer relationship is a consideration to measure success of the student. Blanket assumptions should not be relevant.

One participant concluded that he hoped all business educators interested in good business education would visit his vocational office education program in Meadowdale High School, Lynwood, Washington to see problem solving and thought provoking education taking place in the laboratory setting.

"ACTIVITIES OF THE RESEARCH COORDINATING UNIT." and "IMPORTANCE OF RESEARCH WITH ACTION BY COORDINATORS." Dr. Lloyd V. Douglas, Head Department of Business and Business Education, University of Northern Iowa.

The importance of doing and using research in office occupations was presented by Dr. Lloyd V. Douglas, a member of the USOE Research Evaluation Team. The purposes and services of the Research Coordinating Units in the state departments of education and the operation of ERIC were explained.

Research Coordinating Units were established to promote good research. However, not all states at the present have operating Research Coordinating Units. Undoubtedly units will be developed in time by those who have not established them to date.

Dr. Douglas remarked that business education exists only for vocational purposes. Grants are available for research at all levels, and this includes the high school level. It is the responsibility of the vocational education teacher to become acquainted with the research projects that have been conducted, and to then put that research into action by creating a more effective program of instruction through the findings of the completed research.

Dr. Douglas touched briefly on the ERIC operation. ERIC was established to disseminate information. Through ERIC the federal government is setting up depositories whereby results of research will be quickly available. There is a need for interdisciplinary thinking in discussing the relationships between business education and other disciplines. The facilities of ERIC will certainly serve this need. Dr. Douglas mentioned the research conducted under grants for ancillary services under the Vocational Education Act of 1963. A study of machine shorthand was conducted at the University of Northern Iowa under this section of the research provision. The need for machine shorthand was confirmed in this study and the need is apparent in the computer age.

He concluded by emphasizing that the tools of research should be utilized in office occupations education to assure constant improvement and change, if necessary, in programs. He pleaded with teacher coordinators to do the research that was necessary in their classrooms to keep business education current with the needs of the business world. His final plea was that business educators implement the research completed for their benefit.

"MAN IN A WORLD OF WORK." Dr. Henry Borow, Professor, College of Education, University of Minnesota.

Guidance of the vocational student as it has developed from early American philosophy was presented by Dr. Borow. He gave a vivid description of the employment picture as it appears today. With the introduction of automation, it was necessary for industry to redesign its forces. This caused the elimination of many routine, low level jobs, but on the other hand, many more highly specialized jobs were created.

There has been increasing stress on formal education as an entrance requirement into the World of Work. He urged continued stress on formal education. The boundary between the school and work is no longer valid and the boundary between work and leisure is becoming blurred as the human means of work changes. Our students will be working for different kinds of institutions, therefore, we need to talk more about the formal duties and functions of the job and social attitudes. We need to do more in training students to sensitize themselves to look for social and human aspects in both employment and social activities.

Dr. Borow stated that youths of today are completely detached from the World of Work. We need to place increased responsibility on our students to decide which way they are to go, to make exploratory use of the job itself. One of the main purposes of work is life itself. The teacher should take on some of the duties of a counselor and help a student plan his life--see himself; help him develop concepts of himself--promote questioning: Who am I?

He believes the purpose of the school and the teacher is to enable the student to learn how to learn and to learn about himself. He urged educators to make vocational students into polyvalent workers with satellite skills. If vocational education cannot do this, then it, too, has failed to prepare the student sufficiently. He believes that "learning how to learn" is the touchstone of education for the future.

He traced the macro-development of the environmental and motivational forces which affect the labor force from the agrarian economy in the 1900's to the automation-cybernetic economy of today with some predictions and estimations for the future. We need to prepare for leisure in these predictions. He explored the employment-unemployment situation and the idea of full employment creating an inflation on the labor market. He emphasized that the shorter work week and the longer leisure week gave man the opportunity to become more humane--to give of himself for the betterment of others.

The concensus was that Dr. Borow was an exciting psychologist of today and his points were well established and grounded in actuality for his predictions of tomorrow. The participants were dynamic in their discussion period following the presentation. It was obvious that the acceptance of Dr. Borow's principles had stirred the imagination of the participants. His statistical data was appreciated and the participants regretted that this material was not yet published. The concepts developed by Dr. Borow were summarized briefly as:

1. The vocational educator has the responsibility to help the student learn how to learn

2. The student must prepare while in school for a rapidly changing world of work and he must be prepared with multi-occupational skills that are salable.

3. Job experiences are valid learning experiences

4. Leisure will enable man to improve humane concepts and to enact many of these concepts

"HISTORY, DEVELOPMENT AND FUTURE OF O.E.A." Mr. Weldon Else, Chief, Business Occupations, Division of Vocational Education, State Department of Public Instruction, Iowa.

Mr. Weldon Else addressed his remarks first to the historical development of the O.E.A. organization. O.E.A. stands for Office Education Association. The state plan was written in Iowa for the state of Iowa. He read from excerpts of the Iowa State Plan which explained the vocational office occupations area. He explained the relation which exists between the state, the local and the federal government in vocational education programs. Excerpts have been taken from the Iowa State Plan and they comprise a document known as the Policy Bulletin of Office Education.

In his remarks he stated that the Iowa State Plan is similar to that of other states. It does include special provisions, however. One of these is that it is a requirement to have established a clerical program in a school before a secretarial program can be established under the reimbursement procedures. Further, only classes taught in the senior year are considered reimbursable to the local school district. Iowa does not reimburse for programs in existence at the time of the passage of The Vocational Education Act of 1963.

Instruction time is spelled out in the Policy Bulletin of Office Education in Iowa. The student in the vocational office education program spends two hours each day in class in the vocational course in addition to his regular academic requirement. One hour is designed primarily as group instruction and the remaining hour is spent in supervised individual instruction correlated to the job the student is engaged in as his work experience. Practical experience is an extremely important and integral part of the program and may be provided through cooperative work experience known as the cooperative program, the simulated program or the directed program. It is felt in Iowa that the most effective method of providing practical experience is through the cooperative method. In this method, the student earns wages under the supervision of the employer and the teacher coordinator while in training.

In addition to the two period block spent in the classroom, a vocational program must offer the student an opportunity to join a vocationally oriented club. This club is the O.E.A. club in Iowa. The club is an integral part of the program and is designed to accentuate the learnings in the classroom. The students conduct their meetings during their class sessions and hold business and social meetings. Social activities after school hours may be planned. Students may compete with other students on a state and national level. These activities help students to develop their professional interests.

The vocational office education programs at the post-secondary level follow the objectives and principles of the high school club activity in their related club activities. However, there is considerable variance in programs. Programs at this advanced level vary in length and are designed to meet specific needs. These programs take into consideration the very basic skills of the entrant and the goals established for the course. The curriculum offerings are determined by an advisory committee working closely with the teacher-coordinator and the administration of the institution.

It was evident that the participants had very diverse opinions, relative to club work in the programs, with the speaker, Mr. Else and with each other. There was little agreement to be found within the states as to the direction to be taken at this time relative to club affiliation. Some contributors felt that a club activity was not in keeping with the program objectives while others believed the program could not begin to meet the basic objectives of vocational education, to prepare for employment, without club activities. Others felt that the existing clubs within the school framework were sufficient to give the student the experiences he would gain from a specially ordained club program. It was not possible to glean a concensus or even a majority opinion from the participants on this question.

"SERVICES AVAILABLE TO COORDINATORS," and "COOPERATIVE TECHNIQUE: EDUCATION--EMPLOYMENT SERVICES." Mr. Loren McEnany, Iowa State Employment Service, Waterloo, Iowa.

A resource speaker from the Iowa Division of Employment and Security, Mr. McEnany, spoke to the group and outlined the functions performed by that agency. The services performed by the agency were discussed at length. The speaker felt these services were not being utilized by teacher coordinators sufficiently at the present time. He further discussed the research available at employment centers and made the audience aware of its existence. He advised that this research is conducted to ascertain data that may be used to formulate an employment picture for the community. Knowledge of these facts and trends are vitally necessary if business education is to keep abreast of the conditions of the job market. He outlined the primary purposes of the State Employment Commission as follows:

1. Maintain employment placement services

2. Provide counseling and testing services

3. Conduct labor market research

4. Cooperate with government training agencies

5. Provide special employment services to youth and to the handicapped individual

He urged the teachers to realize that students needed to know about the labor market and how it affects employment before they entered into the market. He outlined the many services offered to the teacher coordinators and to the students as well. They are:

1. Conducting aptitude tests
2. Placing students in part-time jobs
3. Drop-out referrals
4. Working with students in special educational programs
5. Making presentations to educational meetings
6. Counseling and testing of individual students
7. Making presentation at Career Day programs
8. Conducting group discussion on job techniques
9. Providing specific job outlook forecasts

His closing remarks implored educators to invite State Employment personnel into their classrooms to talk to their students prior to graduation in an effort to relate to the student the outlook of employment and availability of employment within the area. Job application information should be stressed at these sessions as well as the techniques of job interviews and job findings. His presentation suggested that students be made aware of the employment sections in the newspapers, the services of private employment agencies and their costs and finally the door-to-door approach to job acquisition.

In the form that followed, the participants did not grasp the feeling that research information was available, in the majority of the states represented in this Institute, from the state employment agencies. Personal experiences revealed that little, if any, information had been made available to the seekers relative to the needs for training in specific areas. Instances were cited that verified the opinions. Comments were made to the position that specific needs were sought from various state agencies and they were advised that the information was not available or unknown.

The concensus was that services available from the state employment agencies should be utilized more fully by educators, but state employment agencies were not fulfilling the requirements of the Vocational Education Act of 1963--namely to supply information to educational institutions necessary prior to developing curriculums to meet anticipated demands of the world of work.

"EFFECTIVE LISTENING." Mrs. Jean Griffiths, Graduate Student, University of Northern Iowa.

Effective listening was thought to be an important topic for participants, both in their present roles and as educators. The record "Listening Is Good Business" by Dr. Ralph G. Nichols of the University of Minnesota and the film "Effective Listening" by the State University of Iowa were used, followed by the presentation of additional information from research studies conducted by Mrs. Jean Griffiths. (Appendix H)

She stated that the importance of listening is imperative to learning. It is a communicative process and she felt it should be taught at all levels of education. It is an art that demands concentration, active participation, comprehension and selectivity of what is being said in context and accuracy. The average person listens at only 25 percent efficiency.

Recognition of listening as a communicative process has only taken place in the last 20 years. People do not, in general, know how to listen and incorrect comprehension is usually the result. This is due to the fact that listening has been left out of learning. To listen is to possess a talent. Oftentimes, this talent needs to be cultivated. As a prerequisite to good listening, one must develop the ability to concentrate. Concentration means devoting full attention to the speaker. In addition to the aspect of concentration, the listener must accept the responsibility of active participation. This creates productivity on the part of the listener and basic ideas and concepts are understood and valuable. Comprehension is hampered inasmuch as the listener is capable of thinking faster than he can talk. Thinking is four times faster than speech. Objectivity is another component of good listening.

Listening incorrectly is a costly habit. This poor habit in business is a trait which industry cannot afford in its personnel. One means to teach effective listening is through a listening laboratory. Favorable environments are designed in a well planned laboratory and distractions are eliminated through structure and with acoustical treatments. An effective laboratory is accessible to students and includes instructional material that is prerecorded for student use in gradations of difficulty. Teaching materials are also included in a listening laboratory as well as a medium for students to playback responses.

Mrs. Griffiths listed 31 items in her materials (Appendix H) that are applicable to office occupations. In placing emphasis on the need for application of listening materials in the classroom, Mrs. Griffiths noted that one-half of the school day is spent in listening, and it is found that 98 percent of student learning takes place through the eyes and the ears. Usually one-half of what is learned is forgotten 48 hours after exposure, but it is possible for retention to reach 25 percent of what is learned.

Facts presented by the speaker included:

1. Inexperience and bad listening habits possibly account for one-half of the students who fail in college before the end of the first year.

2. Seventy percent of the waking hours is spent in communication and of this, 9% is in writing, 16% is in reading, 30% is in speaking and 45% is in listening.

3. Three attributes that assist in good listening are
   a. anticipate the next point,
   b. identify building materials in the presentation and
   c. review mentally.

"CRITICAL INCIDENT REPORT." Mrs. Lucille Wright, Teacher Educator, University of Northern Iowa.

Mrs. Wright discussed and introduced the topic of Critical Incident Technique. This is a technique developed by John C. Flanagan.[1] The Technique (Appendix I) consists of a definite pattern of procedures necessary to collect direct observations of human behavior so as to use the findings to solve practical problems and to develop psychological principles on the data.

An incident is a means of understanding an individual and his actions. By observing an activity or reaction the observer is able to draw conclusions regarding the person being observed or to form inferences or predictions about the behavior of that person. The basic factor to the validity of the observation is that it be critical. Critical requires that the consequences of the observed action are definite and not subject to doubt.

Job requirements must be absolutely valid for a teacher-coordinator to develop an effective curriculum for a student. To build a list of job requirements or to write a job description requires that attitudes and behaviors directly relating to job success be included. These can be ascertained by observation if the observer is impartial and not opinionated.

Mrs. Wright then explained that the participants would be asked to observe in two businesses for three days each. During this time it would be the duty and responsibility of the participant to write critical incidents, both positive and negative, that had a direct bearing to the job being observed.

The discussion that followed elicited the comments that this was too difficult a task for coordinators to attempt and that they would hesitate to tackle such a task. Reinforcement and encouragement were administered by Mrs. Wright and the participants agreed to try the new technique although there were strong reservations about the assignment.

At the close of the first day of observations there was enthusiasm on the part of many of the participants who discovered they were able to see many aspects of the job being observed through using the Critical Incident Technique.

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[1] John C. Flanagan, Critical Requirements for Research Workers, American Institute for Research, March, 1949, and "The Critical Incident Technique" Psychological Bulletin, Vol. 51, July 1954.

When the participants returned from their total observation periods there was complete accord on the part of all participants that this technique had been the most rewarding experience to date.

"INTERVIEW TECHNIQUE," "JOB DESCRIPTIONS," and "NARRATIVE REPORT."
Mr. Orville Allen, Personnel Director, the American Republic Insurance Company, Des Moines, Iowa.

Consultants in the writing of job descriptions were brought to the Institute and work sessions followed where job description writing techniques were tried out by the participants. The topic, Job Descriptions, including uses and procedures and the setting of performance standards, was presented by Mr. Allen.

Job Descriptions are an important tool in spelling out the responsibilities and authorities of a job. The information for job descriptions may be obtained by the teacher or in some cases even by the students. The information is acquired through interviews with the employee on the job and with the supervisor, through examination of work materials and products, and through observation of actual work performance. A good job description features a clear, concise, objective account of a person's duties and/or responsibilities. Each description will include:

1. Identification data (job title, department, division)

2. A statement of the over-all purpose of the job

3. A statement of the specific duties or responsibilities

4. Pertinent supplementary information

Mr. Allen stressed the need for teachers to realize and to not overlook the importance of human relations in class instruction. Through case studies in human relations, the teacher can give emphasis to this area. This comment added reinforcement to the Blackstone Cycle which considers social and behavioral knowledges in the curriculum and in the educational implementation.

The Narrative Report is developed during the time that the job analysis is made. The writing of the narrative report differs from the job description in that the narrative is in prose and is less specific than the job description. The prose report may be in a final arrangement that is suited to the particular study. The essential information is included in the report but it is not necessarily as lengthy as the descriptive report.

Mr. Allen submitted several papers to the participants for their use in developing and writing job descriptions. (Appendix J.)

The participants felt frustration in their first attempt at writing job descriptions during the first work session. At the beginning of the second work sessions misconceptions were corrected and Mr. Allen found the participants quite successful in their work.

"D.O.T.", "THE NEW TAXONOMY." Mr. Jack Reed, Teacher Educator, University of Northern Iowa.

Mr. Reed discussed the D.O.T. and the New Taxonomy. The DOT was published to classify office occupations. Since its first publication, there have been several revisions. The latest revision is the NEW TAXONOMY. This document is based on job clusters covering a broader description group than the DOT and should be simpler in application. Copies of Volume 1 and 2 of the DOT were displayed and extracts from the NEW TAXONOMY were presented. Coordinators experimented with the use of the DOT for familiarization as well as the TRAINING MANUAL, THE TRAINEE'S WORKBOOK and the INSTRUCTOR'S GUIDE. Facility in using the NEW TAXONOMY was tried by participants and the ease of application was soon realized by everyone. This document met with immediate approval of those concerned with its adoption.

"ANALYSIS OF WORKER ROLES." Dr. Wesley Tennyson, Professor, College of Education, University of Minnesota.

Dr. Wesley Tennyson, Professor, College of Education, University of Minnesota, stated that it is our responsibility as educators to assist our students in the cultivation of career objectives in terms of self-realization. Too much time and effort are devoted by educators to the training of technical skills and not enough assistance is offered to the more significant objective—stimulating the student's desire to examine introspectively, his real self.

The objective of this self-development is of prime importance if the student is to successfully interact with society. In order to attain accomplishment in this most necessary aspect of a career objective acquisition, the student must discover, establish and develop his own set of values in relation to himself and society.

Methods which the teacher may utilize in introducing and stimulating student interest and willingness to undertake this most imperative self-evaluation include the value sheet, the provocative statement technique, value forcing quotations, pride in work questions, rank order method and role playing. Dr. Tennyson explained these in detail.

The reaction to Dr. Tennyson's remarks were most vocal and a concensus was immediate on the part of the participants. They felt that a student must be prepared for employment through attainment of skills and knowledges that would be salable in the job market. With this accomplishment, the student would be achieving in his long range goal of self-development.

Further, the participants concluded from Dr. Tennyson's remarks:

1. The need to recognize the individual in the classroom as an individual

2. The need to work with the disadvantaged youth more closely in the realm of self-realization

3. The need to assist youngsters find themselves in a world of work

4. The "job oriented" educator must aid the student in his self-realization

"JOB OBSERVATIONS" - Explained by Mrs. Wright

Following the above presentations, the participants were placed in observation places in offices in Waterloo-Cedar Falls. These offices were considered to be typical of national opportunities and to have broad-scope employment potentials for high school youth. Personal contacts were made by the Assistant Director of the Institute to arrange for a planned sequence of educational experiences for the participants.

Participants were assigned to the firms that seemed best suited to meet the needs of participants, taking into consideration their geographic "heritage", their previous work experiences and the types of vocational programs they taught.

These assignments required the participants to interview the employers regarding their individual concepts of the entry position and then to interview the worker on the job as well as the personnel director and to then develop a comparative report of the job requirement in a summary report. From this, the participants devised individual instruction techniques and determined a true realization of that which needed to be taught in the classroom to satisfy student occupational needs.

Three days were spent in each of two locations during which time the participants collected additional information for the job narrative report and the job description report. This was information collected through direct interview and observation. They also observed critical incidents and wrote reports on this matter. These were valuable when shared with other participants and aided the coordinators in realization of social and behavioral skills necessary for job success.

"DEMONSTRATIONS OF INDIVIDUAL INSTRUCTION TECHNIQUES," and "LIMITATIONS OF INDIVIDUAL INSTRUCTION." Mr. Barry Reece, Field Instructor and Graduate Students, University of Northern Iowa.

Methods and media for Individual Instruction emphasized new and improved techniques for teaching individuals, most of which were presented and demonstrated by graduate students in the class of Mr. Reece. He demonstrated the use of single concept tapes. (Appendix K)

The role-playing technique was used whereby the graduate students portrayed high school students in a class of related job instruction. Individual instruction techniques were explained as each student summarized the problem he was studying and the method of approach that was used to meet the student need.

The students then answered questions posed by the participants of the Institute. The participants querried the proponents of Individual Instruction about the length of time required to conduct a similar class and felt it would not be possible for a teacher-coordinator to develop as many as twenty different lessons and conduct them simultaneously, daily. The specific techniques, new in concept, were then referred to by the demonstrators; and it was readily apparent to the participants that the materials were, while obviously very effective, not as time consuming as it appeared. There was the ability to create enthusiasm on the part of young students with these methods and this generated learning and as a result the time used in developing materials was well spent. The participants agreed and believed it would be possible to build a resource file that would enhance instruction techniques similar to the activities portrayed at this session.

Participants reacted favorably to the meeting and agreed to experiment in writing individual materials for their particular needs and to share these with other members of the Institute during the coming year in an effort to help each build a resource file for office occupations materials inasmuch as material of this nature is not available through a commercial source at this time.

Individual Instruction hand-out materials were distributed to the participants. (Appendix L) It is to be noted here that the participants were cautioned to recognize the limitations of Individual Instruction and these were delineated in writing. (Appendix M)

The session concluded by a summarization by participants. They summarized that the theme of Individual Instruction might be capsuled in a simple motto - "OFF SEAT - ON FEET".

"COORDINATION TECHNIQUES AND PROBLEMS." Miss Jeanne Reed, Director of Business Education, Detroit Public Schools, Detroit, Michigan.

Important functions in the coordination aspect of vocational cooperative programs were outlined by Miss Reed. She emphasized that the coordinator is the key of success, when he is idealistic and realistic at the same time, realizing limitations that are valid, to the cooperative program. She advocated strength in the area of auxiliary teaching materials to supplement textbook and practice set materials. She admonished teachers who use only a textbook to teach, to grow in stature and develop professionally through the use of considerable outside source pieces available to the instructor.

Miss Reed indicated there are five areas of concern that should not be neglected by teacher coordinators if they sincerely desire to build strong programs for their students. They are:

1. Public Relations - administration, staff, parent, community, press

2. Planned related instruction

3. Systematic records of student achievements

4. Club activities

5. Placement & Follow-Up

In a reactionary panel, participants posed the problem again of time for teacher coordinators to do all that is expected of them. Miss Reed answered that her mandatory requirements were in operation indicating that it could be done, but that it took organization on the part of the coordinator to meet successfully the requirements as well as the stringent criteria set for each requirement. Here again she mentioned that the key of success to a program is the coordinator. She referred to the problems of coordination and recognized that in coordinating, the successful coordinator was building public relations for the school, the student and the program itself. This technique then would assist future students by making the offerings of a strong vocational program available to them. Miss Reed's contribution to the Institute was dynamic.

"HOW TO MAKE THE DISADVANTAGED YOUTH MORE EMPLOYABLE." Mrs. Mavis Sparks, Specialist, Business and Office Education, Instructional Materials Laboratory, University of Kentucky.

Method and media design for group instruction emphasized techniques found to be particularly helpful in educating the disadvantaged student, said Mrs. Sparks. She cited successful practices used with the disadvantaged. (Appendix N)

These practices involved accepting the student "where he is" and beginning the teaching from that point. Too often the student is expected to be at a starting point and this predetermined point is fictional and therefore the "assuming" teacher begins instruction without a foundation and the student who is disadvantaged continues to be disadvantaged and literally cheated of instruction. Educators who begin with the hypothetical can not succeed, and the student suffers. Students need to be understood with a sincere interest on the part of the teacher and accepted by them — as they are, not as they think they should be by certain criteria. When this happens, the disadvantaged is in a position to learn. Determination of the starting point in office education is the responsibility of the teacher and this is particularly true in the case of the vocational business teacher. Mrs. Sparks found little opposition to the theories expressed in her presentation by the educators in her audience. Complete accord prevailed and realization was perceived that too frequently teachers do "assume" a student is at the point of being ready to learn when this in actuality is not the case.

Mrs. Sparks identified persons with special needs as persons from low income families, slow learners, physically handicapped, emotionally distrubed, and the mentally retarded. Some of the characteristics of the disadvantaged are insufficient income, dependency on service agencies for basic needs, lack of competitive spirit, emotional or psychological problems, short-ranged individual goals, poor educational background, poor health and nutrition, lack of housing, and the failure complex.

Many features of the business education program are particularly adaptable to the learning style of the disadvantaged. For example learning by doing at an individual's own pace and machine manipulation are features which are particularly appealing to these people. Again, the position was restated that care must be taken to start these students at the point of actuality of the student and not at the point where the teacher has made an assumption. Discouragement is detrimental to learning for most students, but it is an extreme detriment to the disadvantaged because it is all too familiar. The teacher will need to teach the basic skills in a vocational and occupational context. The teacher will need to utilize means to enable the student to obtain job-getting techniques and to help fill the gap made by lack of social contacts that assist in finding employment and ease the way into that very important first job for the student.

The disadvantaged student likes a practical and realistic approach to learning. Short-term goals offer encouragement. Good work attitudes and pride in the finished product plus practical and realistic goals are needed by the disadvantaged student. An even greater need is for a teacher to be patient with the disadvantaged student. Working in this area is a great challenge to the individual and it can be met successfully only when the teacher realizes the importance of being patient. A hard-working and self-sacrificing teacher aided by the appropriate instructional materials is able to transfer the disadvantaged student to the world of the advantaged. As a Specialist in Instructional Materials, she did realize how much material needed to be developed for the disadvantaged student and was most encouraging about its production at her institution and at others.

Mrs. Sparks mentioned that she has lived in the poverty area of Kentucky most of her life and is familiar with the habits and mores of the disadvantaged in that area. She was fortified with answers to the questions posed to her by the participants following her remarks. Members of the audience, teaching in poverty areas, verified that understanding and encouragement were the fundamental needs of the disadvantaged. Participants who had not been particularly involved in problems such as discussed, expressed amazement at the depth of poverty discussed and said they had read of the problems, but felt that this presentation and discussion had made them more aware than ever of the needs to extend education to those areas under discussion. They remarked further that they, even though not teaching in classified poverty areas, had probably been guilty of "assuming" certain attainments of students and perhaps they had been, in effect, teaching to disadvantaged students themselves. It was evident that everyone at this meeting profited by the session.

Mrs. Sparks closed the discussion period, one hour later than scheduled, which is indicative of the interest in her remarks on the part of the participants. She offered a generous instructional aid supplement, of her design, to each participant. (Appendix N)

"BUSINESS COMMUNICATIONS BETWEEN EDUCATORS AND THE WORLD OF WORK." Mr. Peter Benton, Director of Public Relations, John Hancock Insurance Company, Chicago, Illinois.

Mr. Benton reviewed the components of good public relations efforts and stressed the importance of the public image to success of any venture whether it be business or education. The "image" is designed at the hands of the public relations director and implemented through various media--the written word, picture, display or voice. Every organization and individual has public relations, whether it be good, bad or indifferent. Mr. Benton believes there is no particular language peculiar to good public relations. All approaches have a purpose and must be selected in relation to the circumstances. He believes one should try to communicate simply and logically using the tools with which he is best prepared and, consequently, should do a most effective job. He purported that educators do not effectively relate to business and industry or to the public in general when bond issues fail and the community does not recognize the need of the schools. He urged teachers to keep in touch with business through brochures of accomplishment and actions.

"MULTI-USE OF AUDIO-VISUAL EQUIPMENT." Mr. Donald Rieck, Audio-Visual Department, University of Northern Iowa.

Multi-use of audio-visual equipment was demonstrated by Mr. Reick in a large lecture room. The participants were seated in rows slightly elevated and semi-circular in design. The participants were made aware of the newest equipment available to use in multi-use media techniques in audio-visual presentations. It was apparent that the participants were impressed with the potentials of this recent development.

In the demonstration, Mr. Rieck used two slide projectors, a film, a film strip, a tape recorder, and an overhead projector in addition to a "traveling" microphone. This multi-use of equipment made it possible for the teacher-demonstrator to use the tape recorder with a specialized message directed to the students while the film was in process. In this manner, the teacher could apply specific information pertinent to the student need and not use the sound track developed with the film, if it were not specifically relevant to the topic under discussion. The demonstrator then stopped the film, having used only that segment of the film desired, and continued using the tape recorder to re-emphasize the material just seen. When this was accomplished he turned on the film strip and augmented his remarks with still shots of the subject matter. With this in operation he was able to direct the attention of the students to a diagram he drew on the overhead projector and the students were then able to compare the film strip material with that of the overhead projector and see the point in question quite dramatically and forcefully explained. The film was then used again; at this time it was possible for the students to view the subject matter in motion and to observe the teacher's diagram on the overhead projector simultaneously. A summation of the presentation was made by the demonstrator, and it was most apparent by the audience reaction that this teaching technique was successful. The participants were awed by the magnitude of the presentation.

The application of this technique offered a new vision to the members of the Institute and they were excited about its undertaking. They felt it would certainly be an asset to the teaching world and realized that it would require facilities that do not presently exist but that it would be a possibility for the future.

Mr. Reick concluded by urging teachers to use only clips of films or film strips, as they pertain, and to avoid wasting time in their classes by using total films just because they were already prepared and on the reel. He said real teaching came when the pertinent information and relevant material was gleaned from the source and used in the classroom. Teachers are reluctant to do this he felt, and urged that the participants realize that time is of the essence in their classrooms and that they should not feel compelled to use a total film or film strip when it is not totally applicable.

"TEACHER EDUCATION CONCEPTS." Mrs. Lucille Wright, Teacher-Educator, University of Northern Iowa.

Mrs. Wright discussed the credentials held by a teacher-coordinator in the State of Iowa. The requirements are outlined in a file-form in her paper. (Appendix O) A teacher-coordinator must have a B.A. degree with a secretarial emphasis, eight professional hours of specialized courses in vocational education, which may carry graduate credit and 3,000 hours of work experience (2,000 hours may be earned in two directed work experience classes if the college student is employed a minimum of 15 hours a week at the time he is enrolled in the course). It is easy to see, the vocational curriculum of a high school program in Iowa, as explained here, is closely allied to the Blackstone Cycle, already discussed in the beginning of the Institute. Mrs. Wright distributed a copy of her presentation in "file" form. The diagrams, all self-explanatory to the educators and much appreciated, evidenced the creative aspects that Mrs. Wright referred to in her presentation, as a necessity in both teacher education teaching and in high school teaching.

The material entitled "Continuous Services File" (Appendix O) listed the functions of teacher education and the committments teacher education services have to coordinators and vocational schools. The section of

Appendix O that is titled "Future File" outlines the directions that teacher education will take in the immediate future. This anticipation includes conferences utilizing the itemized personnel, visual aids and research, agencies of interest to vocational education and concludes with material development and dissemination of information.

The participants viewed the distributed material with positive reactions. It was refreshing to see innovative reports developed and the participants expressed the feeling that they too would be in a position to do more creative work following examples set at this Institute and by incorporating enthusiasm as typified at the presentations held at this Institute.

"RESEARCH ON COOPERATIVE, DIRECTED AND SIMULATED PROGRAMS." Mr. James Wykle, Specialist, Business and Office Occupations, USOE, Atlanta, Georgia.

The integration of learning experiences was introduced by Mr. James Wykle, who reviewed the research on cooperative, directed and simulated programs to date. His analysis of the three programs related to the individual instruction responsibilities in all three programs and the basis of concern developed in the individual and not in the selection of the program method. He clearly established the need for knowledge of the individual as a person which further substantiated the previous presentation by Mrs. Mavis Sparks.

The U. S. Office of Education has been most helpful to the states represented in the Institute and several participants gave testimonials to the cooperation they had received from their state departments directly and to the cooperation these offices had in turn received from the office of Dr. Bruce I. Blackstone. Participants favored the leadership being offered by regional offices of the U. S. Office of Education and responded favorably to the directions that vocational education had taken in their separate states; although, these directions were, in almost each instance, different in nature, they were meeting the needs of their geographic area.

"WRITING BOARD SYSTEMS." Mr. Wesley Sampson, CPA, University of Northern Iowa.

Mr. Sampson explained the functions of the writing board systems and how these systems are applicable to small business and service establishments. The random access system is more flexible than the sequential method. The writing board is particularly useful in charge sale transactions, these being primarily clerical in nature. It was apparent that there was application to this record system and the clerical office practice class in vocational education. He stated the system functions best when it is designed specifically for a need within the company seeking the service. To develop a set of materials for a class project or for individual instruction in a class would be reasonable and relatively inexpensive. An opportunity would be offered, using this technique, for students with a training station using writing board systems. The clerical position of the student would be reinforced when these materials would be used; and further, other class members, not familiar with the system, would benefit by a like exposure.

Examples were shown by Mr. Sampson. (Appendix P)

"ADULT EDUCATION IN OFFICE OCCUPATIONS." Mrs. Aurelia Klink, Field Representative in Office Occupations Adult Education, University of Northern Iowa.

A plan for adult education for office occupations was presented by Mrs. Klink. Teaching adults was paralleled to teaching high school students and the differences in teaching were delineated. The differences are many and it was pointed out that adults usually want to learn but are not too interested in grades—just up-grading of their skills and knowledges is satisfaction to the adult. Adults are seeking employability and promotion from a vocational offering.

Basically there are four levels in adult education -- beginning, refresher, supervisory and executive. By administering programs of education to these four areas of need, adult education can serve the entire community.

Mrs. Klink stated that the teacher-coordinator would find the adult education field of teaching interesting and an absolute help to the high school vocational program. It offers yet another contact for teachers with the business and professional community. Further, it offers the teacher an opportunity to understand the educational demands of the business world and a realization of the problems that face the business world today in seeking out well qualified personnel.

Individual instruction must be used throughout the adult education programs inasmuch as the adult student is not in competition with the other members of the class, is striving for a personalized goal and works as an entity unto himself. Group work is part of adult education but the individual is not prone to accepting the lecture method, for example, as readily as he is to accepting a project directed at his specific needs.

The participants felt that adult education was important to the total picture of vocational education and recognized the need for office occupation teacher coordinators to teach adult programs and to work closely with specialized personnel in this field. Those participants involved in teaching night adult classes expressed the satisfaction gained by the teacher when an adult finds he has reached accomplishment and his own goal.

"MIND, INC. -- APPROACH TO LEARNING." Mr. Jack Wright, Mind, Inc. Greenwich, Connecticut.

Power exists in learning and power should not be denied to the poor! The dynamics started when Mr. Wright addressed the Institute. He was forceful in his presentation and required the participants to sit on the edge of their seats to catch his every word.

MIND stands for Methods of Intellectual Development and he feels his company has developed the material that is needed to help the disadvantaged promote themselves and to progress with pride. The company, incorporated in 1966, works with individuals who have not completed an eighth grade education and those with relatively low academic achievements; this, of course, includes the high school dropout. The educational materials that they have developed are based on motivation - their key to success.

Four programs have been developed and are being used in and by industry today to upgrade their personnel. The methods of MIND are available to teachers and education institutions. They hope that by this means many people will be helped. The programs developed are in math, reading, typing and stenography.

Teaching is done by listening. Students listen to individual tapes and refer to programmed texts correlated to the tape. In a very short time, adults are able to increase speed and accuracy in the selected area of study.

Mr. Wright cited examples of success and made reference to particular programs indicating success at the present time. Those participants desiring additional information and materials were asked to contact Mr. Wright at 18 W. Putnam Road, Greenwich, Connecticut. He also advised he would make available to them the research studies that had just been completed at an institution of higher learning in New York, if they so requested.

Reaction on the part of participants was vibrant. They could not understand why this technique had not been explored by public education and why they had not been aware of the obvious success. The participants departed from the session as vigorous, energetic and stimulated educators by Mr. Wright's remarks.

"EVALUATION OF OFFICE OCCUPATION PROGRAMS.", Mr. Jack Reed, University of Northern Iowa.

Mr. Reed presented the topic of evaluation. He expressed concern for the realization of participants relative to the required evaluations as spelled out in the Vocational Education Act of 1963. This legislation requires that a thorough study be made of all reimbursed office occupation programs in 1968, throughout the nation, at both state and local levels. He discussed the need for every coordinator to evaluate his program constantly during its operation. Whether it is recognized or not as important, evaluation is most important to vocational education. Programs are under constant evaluation by all segments of the public. The strength of an office occupations program is dependent upon its organization, classroom activities, instructional materials, facilities, coordinator and on-the-job training plans. Each of these factors received brief attention by the speaker.

The "Evaluation Form for Office Occupation Education" (Appendix Q) is a suggestion for the teacher to follow in evaluating. Further use might be made of "The Abstract" prepared by the USOE on a study conducted at the College of Education, Michigan State University. (Appendix R)

Mr. Reed advised it was necessary to prepare an evaluative instrument for individual programs and it was desirable to distribute these instruments to other educators of vocational programs in their states to facilitate evaluative procedures. Cooperation among vocational educators is well known and a distribution, as suggested, would assist teachers in evaluating techniques. Evaluation is a personal problem for the educator and cannot be left for someone else to do concluded Mr. Reed. Evaluation is a must if programs are to progress and meet the constantly changing needs in the world of work.

"THE BRIDGE," and "SOLUTIONS TO EMPLOYMENT PROBLEMS - STEP." Mr. Roy Delapenha, Program Associate, National Association of Manufacturers, New York, New York.

Mr. Roy Delapenha, possessed of charm, captured the audience immediately when he explained that he was not prepared to give a speech but would relate his life experiences of bridging the gap from the dropout period of his life to the very moment he spent in the classroom before the group. He lectured on the innermost feelings of the minority youngster who drops out of school and society. He pleaded for vocational teachers to continue to help the youngster who has not yet made the decision to leave. Vocational education has been the answer, in the opinion of the speaker, to hold many potential dropouts in school.

The problem of personnel is so paramount in industry the NAM developed a film, shown by the speaker, to try to discourage students from leaving high school. The film "THE BRIDGE" is available through the NAM to teachers for their use.

Mr. Delapenha discussed the NAM's concern for education and the STEP program. STEP means Solutions to Employment Problems. STEP is a division within the corporate structure of NAM and deals with the problems faced by manufacturers relative to shortages of critically needed employees. NAM is concerned with students who are potential dropouts and those who have already dropped out of school. The program of STEP was inaugurated in 1964 and case studies of national problems and solutions were the basis of its operations. Disorder in the home life of a young person may be found to be basic to the reasons youth have trouble adjusting to the discipline of work. STEP studies problems presented by its members and then seeks solutions to these problems by working with the community. When cases are solved, the studies are written and distributed nationally. STEP publishes free materials relative to various problems found in office work, for example, in industry and by industrial leaders. These are available to business teachers for use in business education teachings.

The entire discussion period that followed was filled with questions relative to the periods of non-productivity experienced by dropout students and the unhappiness that prevails during this period. Mr. Delaphena summarized the discussion by cautioning teachers to do the following:

1. Make education meaningful
2. Accept the student as a person
3. Eliminate prejudices in beliefs and actions on the part of all involved - students and teachers
4. Involve All people in planning for students
5. Elicit patience
6. Expand vocational programs whenever possible.

Mr. Delaphena's presentation was considered one of the highlights of the Institute by the participants.

"INTENSIVE OFFICE LABORATORY." Mr. John Lee, State Supervisor, Business and Office Education, State Department of Public Instruction, Indiana.

Indiana has developed strong intensified vocational laboratory learning centers and John Lee is indeed proud of the results. He outlined the programs for the participants. As Supervisor of Business and Office Education, he has been closely aligned with their development and has been in a position to observe the success of the new innovations.

The curriculum guide for the program is a composite of thought by selected teachers throughout the state and is an effort, considered by Indiana, to be very successful. Cooperative programs are not considered as effective as this newer approach outlined in the guide. His enthusiasm for vocational competence was radiated to all the participants.

The reactors to the presentation were in agreement that the programs outlined by Mr. Lee were reaching their objectives and this was most commendable. However, the panel did not feel that cooperative programs should be denied in their entirety and that there was a place, certainly a need, for possibly having both programs exist in the state at the same time. It was deemed unrealistic to feel that the absence of cooperative programs was necessary.

The enthusiasm of Mr. Lee for the Indiana successes did, however, create some doubt that cooperative programs were the total answer to the improvement of vocational office education and that his programs should be given grave considerations.

"CREATIVE TECHNIQUES." Mrs. Lucille Wright, Teachers Educator, University of Northern Iowa.

Mrs. Wright demonstrated by use of an overhead projector the importance of good communications in group and individual instruction. She spoke of the need for creativity and cited examples of creative approaches to conventional teaching techniques. Examples were:

1. Shorthand teachers might use carricatures to help students remember brief forms. She used an outline of a small Iowa pig and sketched over the outline the symbols and brief forms that could be found - showing the opportunity to use such an aid for recall drill.

2. A group meeting was shown on the overhead. (Appendix S) Although this was to represent a group, it was made up of individuals. The figures represented types of students and it was suggested that classes be recognized as composite of individuals with varying goals.

3. Alphabetic symbols were viewed on the overhead. By adding letters on flip sheets to these, connotations could be drawn together and yet remain as separate identities. This technique might be used in a meeting of businessmen to explain business, school and student involvement in education, particularly vocational education.

The members of the Institute were requested to suggest other creative techniques they might employ in teaching. It was thought that students might be interested in developing other symbols to depict their shorthand symbols. Further it was suggested that students could develop creative thinking by giving them the opportunity to submit realistic materials from their job stations in visual forms that were symbolic, thereby transferring knowledges into usable projects for their employers.

Mrs. Wright then mentioned, that in one instance in particular, the shorthand carricature had been shown to an educator in a college class and he in turn used it to teach his students. In addition he had the class develop carricatures on their own that could be used for memory and recall of brief forms in Shorthand. In this college methods class, each student submitted a study and all of them were completely different and all were effective. The educator remarked to Mrs. Wright that he evidenced marked improvement in his students in the shorthand testing that followed the creative application in the methods class.

In the discussion that followed the creative demonstration by Mrs. Wright, the participants recognized the fact that as individuals, they really did not think creatively and that perhaps this was due to the fact that they had not been forced, at anytime in their teacher-education preparation, to develop this talent. It appeared that it was possible for teachers to add creative techniques to their classroom instruction without a "developed" artistic course, if the effort was made by them. Suggestions were made by several participants, in effect saying, perhaps teachers did hesitate to try the newer concepts and the creativity needed because of the mere lack of initiative or lack of time required to prepare materials. Participants recognized that both "reasons" seemed, at this point, to be quite invalid.

"COST EFFECTIVENESS FORMULA." Mrs. Lucille Wright, Teacher Educator, University of Northern Iowa.

Mrs. Wright closed the Institute by discussing the factors that had made the Institute possible and what was expected of those in attendance. The costs of an Institute can be measured in dollars and cents. It is difficult to measure the effectiveness of an Institute. Participants were advised that it was simple to divide the number of participants into the total expenditure and consider that, the cost of a participant. This cost would be considerably higher, beyond expectations and all proportion, if that cost were to be borne by only the participant. Therefore, to spread the cost and add to the effectiveness of the Institute at the same time each participant should disseminate the information gained from the Institute with as many people as possible so that more than one person or school would benefit from the Institute. Participants were asked to share their information and materials with other colleagues, regardless of discipline, and to speak to whatever professional groups possible to deliver the knowledges gained to help improve vocational office education in the nation. As a goal each participant elected to try to spread the information from the Institute to 1,000 people in positions pertinent to business education. (It cost approximately $1,000 for each participant to be invited to the Institute.)

Mrs. Wright concluded, with a goal such as this — effectiveness would not be a cost, but a satisfying result. The participants agreed to accept the challenge to seek a satisfying result and offered to keep the Director of the Institute appraised as to their effectiveness for one year. Perhaps it would cost only $1.00 for each participant to attend the Institute if dissemination occurred.

Evaluation

The evaluative methods were designed to:

1. Provide the Institute staff with feedback useful in planning and/or revising the curriculum
2. Grade the participants
3. Determine Institute results and outcomes
4. Compare the participant's needs at the start of the Institute and determine if they were met at the conclusion of the Institute as determined by the participant
5. Compare selected programs at end of Institute with description stated at beginning of Institute by participant

Daily feedback of the Institute proceedings was most useful to the administration of the Institute. Daily reports were made of evaluations of the day's activities, composed by the participants independently, and turned in the following day to the Director.

Each day the participants wrote an application critique in which they described how the learnings of that day could be used for improvement of their own programs. These were then helpful to the participants when they returned to their states and had an opportunity to review their materials.

Review committees discussed all presentations made during the week and summarized the same.

Participants

Twenty-six teachers of office occupations, recommended by State Supervisors of Office Occupations, representing 24 states, District of Columbia and the Commonwealth of Puerto Rico attended.

Following are some statistics about the participants.

AGE

Range	23 - 58 years
Average	36.5 years

RACE

22 Caucasian	(13 female, 9 male)
3 Negro	(2 female, 1 male)
1 Puerto Rican	(male)

TEACHING EXPERIENCE

Range	1 - 31 years
Average	9.7 years

WORK EXPERIENCE

2,000 hours	23
1,000 hours since 1962	11

TRAVEL TO INSTITUTE

Air	11
Auto	15

EDUCATION

Less Than College Degree	0
Bachelors	12
Masters	9
Masters plus	5

STATES REPRESENTED*

Alabama
Alaska
Arizona
Arkansas
Washington, D.C.
Iowa
Kentucky
Michigan
Missouri
Montana
Nevada
New Hampshire
New Mexico
New York
North Dakota
Ohio
Pennsylvania
South Carolina
South Dakota
Texas
Vermont
Virginia
Washington
Wisconsin
Wyoming
Puerto Rico
(Commonwealth)

*Minnesota accepted, but participant did not attend due to illness.

Consultants

A roster of teaching consultants and staff (Appendix T) and an Institute Schedule (Appendix U) was distributed to all the participants and to all the Institute consultants.

Manuscripts

The last responsibility of the Institute participants was to write a manuscript containing several major topics:

1. Vocational Education - Existing Program in State
2. Summary of Institute Presentations
3. Significant Implications
4. Implementation and Adaptation Suggestions for Improvement
5. Dissemination
6. Summation to Administration
7. Conclusion - Opinions and Recommendations

Manuscripts were turned in to the Director on the last day of the Institute. These manuscripts and the working materials of the participants were graded and the participants received grades for the work accomplished. Four graduate hours of credit were granted for successful completion of the requirements.

At the final session, after manuscripts had been delivered, the participants presented the Institute personnel with engraved sterling gifts of appreciation. At this time, the participants advised it would be their aim to disseminate the information of the Institute to help all business education teachers and to really reach the cost effectiveness goal of $1.00.

Instructional Materials Developed

Participants of the Institute have developed some materials and wish to make them available to coordinators who may find them of value.

Pennsylvania:	Numerical Typing (Commercial source)
Alabama:	Vocational Emphasis Week Suggestions
Alaska:	Math Unit; Filing Unit; Brochure on Public Relations
Arkansas:	Basic Fundamental Typing Test
New Hampshire:	Brochure on Public Relations (in process)

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AVA Presentation

The Director of the Institute was asked to speak at the 61st Annual Vocational Convention of the American Vocational Association held in Cleveland, Ohio, on December 4-8, 1967. The presentation was made at the Explorations in Research and Development Session held at the Hollenden House. The session was chaired by Dr. Harry Huffman, Specialist, Business and Office Education, The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio.

The program included reports on eleven research projects that had been completed in the current year. In the presentation, transparencies were used that were developed by the Audio-Visual Department of the University of Northern Iowa.

The presentation made by Mr. Reed outlined the reasons for the Institute and the initial steps taken by the Principal Investigator, Dr. Lloyd V. Douglas, and his staff, in writing the original proposal for the grant. The visual aids were presented in chronological order and were in accord with the materials distributed to the members of the audience.

The Institute was outlined in detail covering the periods of planning consultations, selection of teaching consultants, dissemination of application materials to the state departments of education and final selection of participants.

The daily activities of the Institute were then covered including participant conclusions to the sessions of particular interest and those that were considered as highlights of the presentations, were elaborated upon.

The anticipated follow-up study was outlined and it was stated, at this time, that the results of the Institute and the conclusions of the participants would be written in a final report that would be available through ERIC for those interested in further information.

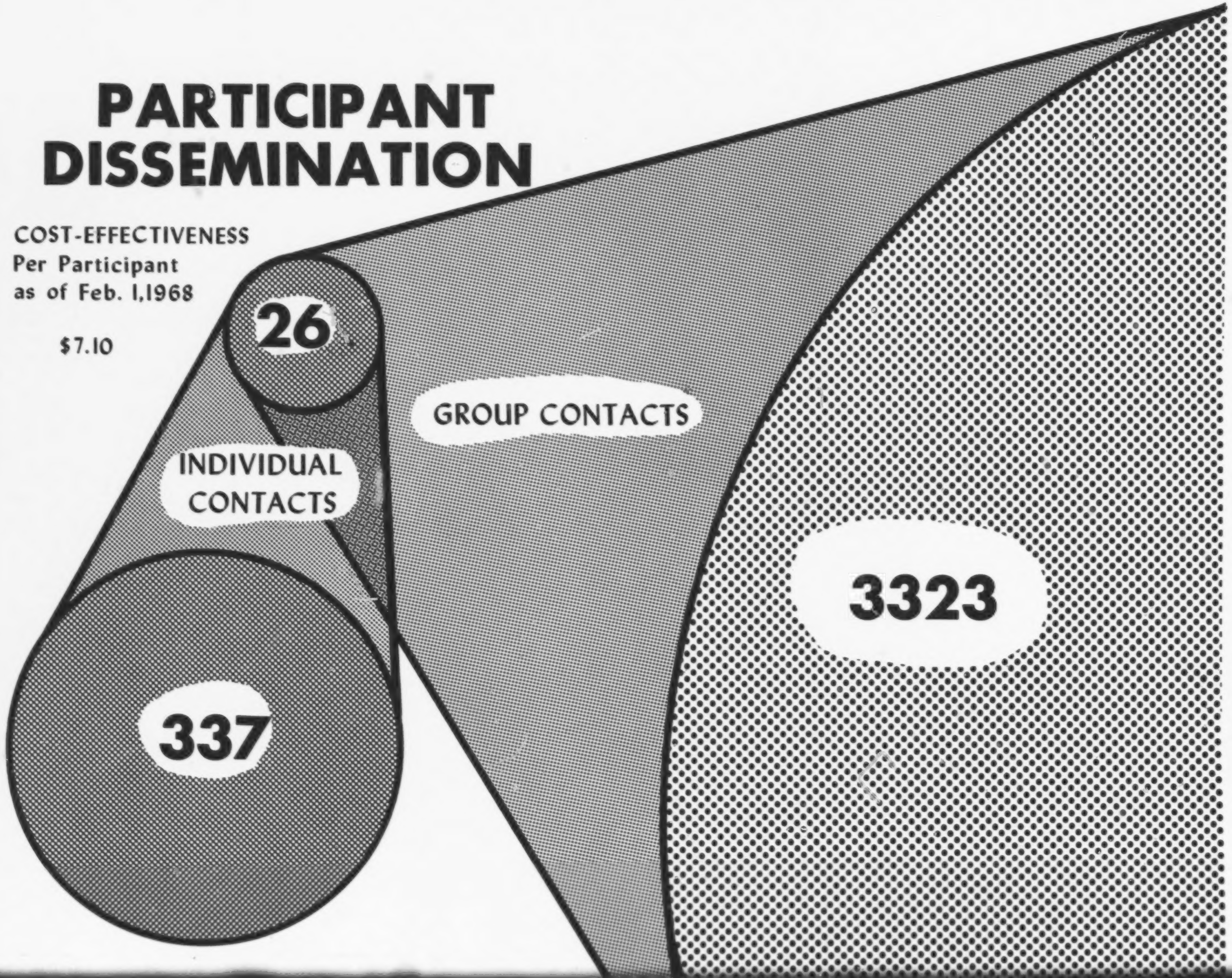
The dissemination of information was stressed and because of the need to consider the costs of Institutes and to evaluate their worth Mr. Reed concluded with the cost effectiveness formula. Participants were asked to disseminate the information as widely as possible in their respective states in an effort to reduce the cost of their particular attendance from approximately $1,000 per participant to $1.00 by disseminating the information. The formula application revealed a figure of approximately $8.00 at the time of the presentation and this has since been reduced as indicated by the illustration on the following page.

The audience reaction to the presentation was very positive and many of those present requested additional information about the materials developed at the Institute and the conclusions.

PARTICIPANT DISSEMINATION

COST-EFFECTIVENESS
Per Participant
as of Feb. 1,1968

$7.10



VIII. RESULTS - Correspondence

Within the month following the Institute, communications were received from participants, state department personnel and administrators pertaining to the success of the Institute and the dissemination of information that was developing. The following sample excerpts have been taken from these communications indicating the activities, indicative of the response and the immediate effectiveness of the Institute.

State of Alaska
Department of Education
Division of Vocational Education
Alaska Office Building
Juneau, Alaska 8-22-67

.....We believe Alaska gained greatly from this conference...I'm concerned and happy to announce that Agatha will be presenting her summer experiences to all the business teachers of Alaska, September 29 and 30, at our annual vocational conference...

Mr. James R. Beima, Supervisor
Distributive Education and Office Occupations

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The School District of Kansas City
Board of Education Building
1211 McGee Street
Kansas City, Missouri 8-22-67

To Miss Kistner: I am sending this (manuscript) to Dr. Donald Hair, Superintendent in Charge of Instruction, for review with the thought that the ideas suggested might become a basis for future planning.

James A. Hazlett
Superintendent of Schools

******

The University of the State of New York
The State Education Department
Albany, New York 8-23-67

Judith stopped in my office on her way home from Iowa and was filled with praise and respect for what she had learned at the Institute. She commented particularly on the outstanding speakers and of the pleasure and educational benefits she had received from associating with the participants from the other states.

Hobart Conover, Chief
Bureau of Business and Distributive Education

Texas Education Agency
State Department of Education 8-24-67

I am attempting to get some travel funds for Estrella so that she may share her specifics with our other teacher-coordinators. We have a series of four one-day city area meetings. Each of my area supervisors develop their conference program and I believe that if we can..... we will broaden the outlook of all of our teacher-coordinators considerably.

Everett Fuller, Director, Vocational Office Education

****

F. W. Olin High School
Birmingham, Alabama 8-26-67

On August 22, I made my formal report to the Alabama Teachers of Office Occupations at the State Summer Conference. There were approximately 350 people in the audience. Mrs. Carr, my State Supervisor, will disseminate the material to the other teachers (office occupations) from her state office.

Mrs. Elizabeth Hicks, Participant

****

3717 Knik
Anchorage Alaska 99503 8-26-67

...I will spend 6 1/2 days working with another office occupations teacher to develop units in curriculum for all the local high schools that offer office occupations.

Agatha Prator, Participant

****

East High School
Cheyenne, Wyoming 8-28-67

.....I gave my speech to our city director.

Charles Lindbloom, Participant

****

State Board of Vocational Education
Division of Vocational Education
P.O. Box 248
Olympia, Washington 8-31-67

.....and it seems that this will be one more avenue which we can use to build the grass roots approach to programming in our state to a good many of the districts and individual teachers. I will be happy, indeed, to work with Bill and to give him an opportunity to disseminate this information wherever it would seem appropriate.

Dennis E. Roley, Director
Business and Office Education

****

1211 46th Street SE
Washington, D. C. 9-1-67

.....I spent most of my time sorting and classifying the wealth of printed information I received. There will be an in-service course offered at the Teacher's College this fall and naturally my materials will be presented as well as my prospective guideline for my school. I really enjoyed and gained much knowledge from the Institute...

Margaret Saxon, Participant

****

5237 Oakland Street
Philadelphia, Pennsylvania 9-11-67

Dr. Selden contacted my more immediate boss, and he has been generously passing along the satisfaction expressed by Dr. Selden regarding the Institute...Never fear, I too have been quite busy reporting about the Institute...October 18 is the date of my first appearance as a returnee from the Institute service.

Barbara Klein, Participant

****

Fairfax County Public Schools
10700 Page Avenue
Fairfax, Virginia 9-11-67

.....Our participant is going to report to all fifteen of the County's Vocational Office Training coordinators at the October 18 County Vocational Office Training coordinators' meeting. I am sure that she will do an excellent job of sharing her experiences. She has also talked with Miss Crumley, our State Supervisor, about disseminating the information gained in the Institute, throughout the state. My office will duplicate the materials for our county.

Mrs. Marilyn J. Preston
Supervisor of Business Education

5241 Monroe Drive
Springfield, Virginia 9-11-67

.....I gave a short speech at our state convention on the Institute. I am now reproducing materials for the county coordinators. I will speak to them on October 18. I am also working with Mrs. Crumley, State Supervisor, on ways to disseminate materials to the other state coordinators. I have mimeographed a summary of the Institute activities, using part of my previous report. This will be distributed to all the state coordinators. I have written several letters about the Institute and have told everyone I've seen about all the information we received at the Institute..... Mrs. Wright, I have found myself using some of your creative ideas and even your expressions - in my classroom.

Doris Melton, Participant.

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RESULTS - Questionnaires

I. EVALUATION OF EDUCATIONAL CHANGE DUE TO INSTITUTE ACTIVITY

The following information was compiled from the questionnaire which was mailed to each participant as the first step of the follow-up. (See Appendix X). The questionnaire was submitted to the USOE for approval before it was sent to the participants. The results of the questionnaires were used as one factor in determining visitation studies to be made.

Part I of the questionnaire pertained to Evaluation of Educational Change. The participants were to indicate changes they had made in their programs as results of the Institute. The sections for Part I were the following:

A. Changes in Content

B. Changes in Classroom Methods

C. Changes in Coordination

D. Changes in Youth Organization

E. Changes in Student Selection

F. Changes in Placement

G. Changes in Follow-Up

H. Other Changes

The writers decided to recapture the objectives by listing portions of comments from the participants as the comments related to the objectives.

The comments were summarized, but were not ranked in any order except under the appropriate sections. The comments selected were those which the writers thought appeared to be significant in relationship to the objectives of the Institute.

Listed below are the objectives of the Institute and following each objective are comments by the participants pertaining to changes made in their programs since the Institute.

Objective A. Understand thoroughly the new orientation in the Office Occupations cycle.

1. Changes in Content:
    - a. . . . more emphasis has been placed on personality development.
    - b. . . . enlarged on a previous assignment for students in understanding and knowing their business in which they are employed.
    - c. . . . courses are undergoing changes to keep with demand of local business.
    - d. . . . have planned content which did not exist before the Institute.

2. Changes in Student Selection:
    - a. . . . conferences with parents before placement.
    - b. . . . holding interviews with prospective VOT students.
    - c. . . . have set standards for entrance into the program.
    - d. . . . the homeroom period is being used for orientation and as a laboratory for prospective cooperative students.

Objective B. Be able to describe and analyze jobs.

1. Changes in Content:
    - a. . . . job analysis and job description completed by students.
    - b. . . . revised job orientation unit to include items discussed at the Institute.
    - c. . . . added a unit "The Employee's Rights and Responsibilities."
    - d. . . . securing films and written materials from businesses.
    - e. . . . using job descriptions when developing classroom methods.

2. Changes in Coordination:

   a. . . . preparing more job analyses from company visitations.
   b. . . . making job analyses prior to sending a student for the job.

3. Changes in Placement:

   a. . . . selecting companies prior to sending students out for jobs.
   b. . . . secured some job descriptions to assist with placement.

Objective C. Be able to identify from job analyses the behaviors, social competencies needed and background knowledges needed by entry level workers in office occupations.

1. Changes in Content:

   a. . . . more emphasis on human relations by using critical incident form.
   b. . . . more oral communications and better listening techniques.
   c. . . . added a unit on listening when teaching communications.
   d. . . . included a unit on correspondence and business communications.

2. Changes in Classroom Methods:

   a. . . . personal conferences have been conducted with each student at regular intervals to determine the specific needs of each student on his particular job.
   b. . . . through the use of critical incident reports and office observations, effective and ineffective office behaviors are being illustrated in the related individual instruction class through buzz sessions.

3. Changes in Coordination:

   a. . . . observing more closely on-the-job as to what the student is doing.
   b. . . . attempting to carefully match jobs with career objectives.

Objective D. Be able to identify disadvantaged students and to be able to design the curriculum for each student which will make it possible for him to profit from vocational instruction.

1. Changes in Content:

   a. . . . more individual instruction for the slow-learner.
   b. . . . incorporation of the use of critical incidents in the simulated office program.
   c. . . . planning a program geared to the disadvantaged—will include more use of machines and plan to add writing or posting-boards.

2. Changes in Classroom Methods:

   a. . . . using more individual instruction techniques.
   b. . . . using more small group activities and less group instruction.
   c. . . . problem solving technique is being used to a greater degree.

3. Changes in Student Selection

   a. . . . students are selected and placed on-the-job for nine months instead of nine or eighteen weeks.
   b. . . . selection has been based more on student need and desire.
   c. . . . selected lower level students for a clerical program.
   d. . . . selection will include more students with lower academic backgrounds and disadvantaged students.

4. Changes in Placement:

   a. . . . spent more time matching student needs and career objectives to training stations.
   b. . . . several students were sent for interview to each employer for a broader selection.
   c. . . . increased emphasis on placing the slower, disadvantaged student.
   d. . . . closer relationship with trainees through personal interviews.
   e. . . . awareness of the student as an individual who needs to be trained to fit into the world of work.

Objective E. Be able to translate behaviors, social competencies and background knowledges, in office occupations into appropriate learning materials and experiences and be able to set performance standards for students which will meet job requirements.

1. Changes in Content:
    a. . . . require a portfolio from each student.
    b. . . . stress following directions, summarizing, and listening for ideas and principles rather than just for facts.
    c. . . . as a result of comments by Dr. Tennyson and Dr. Borow, more emphasis is given to help students develop values, increase self-esteem, and self-perceptions.
2. Changes in Classroom Methods:
    a. . . . students are allowed to proceed at their own pace--thus considering each as an individual.
3. Changes in Youth Organization:
    a. . . . all cooperative students are members of FBLA which is our only youth organization.
    b. . . . just organized first O.E. Club in the state.
    c. . . . assisted in writing a state constitution.
    d. . . . club meetings are conducted once each month before school.
    e. . . . organized OE Club as an extension of FBLA.
4. Changes in Student Selection:
    a. . . . coordinator was given responsibility for selection instead of being done entirely by counselor.
    b. . . . working more closely with guidance services.
    c. . . . using more emphasis on individual counseling
5. Other Changes:
    a. . . . assisting State Research Coordinating Unit in helping write the state, "Coordinator's Handbook."
    b. . . . students and coordinator are preparing slide story of program.

Objective F. Be able to select appropriate and effective methods and teaching media for the purpose of implementing teaching techniques for individual students at all levels to meet standards for successful performance of their specific choice of office occupations.

1. Changes in Content:
    a. . . . more individual instruction is being given

    based on student's needs.
  b. . . . completed individual instruction units for the office machines.
  c. . . . revised data processing unit and added to it.
  d. . . . using individual research in determining career objectives.
  e. . . . using more community materials from the businessmen.

2. Changes in Classroom Methods:

  a. . . . have taped material for use by slow learner and better students.
  b. . . . implementing single-concept tapes.
  c. . . . using more audio-visual presentations.
  d. . . . co-op related class will utilize individual and group instruction methods for the first time.

3. Changes in Coordination:

  a. . . . more time has been allotted for coordination.
  b. . . . many of the program forms have been revised and new ones added.

4. Changes in Youth Organization:

  a. . . . two vice-presidents, one from each class, direct activities once a month during class time.
  b. . . . enrollment in the club is limited strictly to the cooperative students.

5. Other Changes:

  a. . . . first public relations bulletin was prepared by students and distributed to all training sponsors, teachers, administration, advisory committee members and parents.
  b. . . . establishment of an active advisory committee.

Objective G. Be able to integrate successfully experiences in the classroom and on-the-job training in order to maximize occupational learnings.

1. Changes in Content:

  a. . . . case studies are being worked up for use in the classes from the critical incident reports.
  b. . . . added new course -- Co-op Related.
  c. . . . attempting to make the filing unit more of a records management unit--filing, finding, and control.
  d. . . . a unit on data processing has been added to

the curriculum.

e. . . . added critical incident topics to show on-the-job situations.

2. Changes in Classroom Methods:

    a. . . . case studies developed from critical incident reports provide role-playing and discussion topics.
    b. . . . students are allowed to work on the type of machine used on their job.
    c. . . . increased use of the over-head projector.

3. Changes in Coordination:

    a. . . . visiting other companies and departments within the company for possible field observations.
    b. . . . all materials and methodology are coordinated with on-the-job training.
    c. . . . spending more time observing students at work.

4. Changes in Youth Organization:

    a. . . . more responsibility for planning, organizing, and carrying through is being given.

Objective H. Be able to design effective learning experiences for other than cooperative office occupation programs.

1. Changes in Content:

    a. . . . attempting to obtain more and a variety of guest speakers from business.
    b. . . . added a unit of instruction on effective listening to the related practice class.
    c. . . . more practical and realistic materials are being used.

2. Changes in Classroom Methods:

    a. . . . more responsibilities and duties are given to the students than before the Institute.

3. Changes in Student Selection:

    a. . . . as result of the Institute, several informative brochures for students, parents, and employers have been prepared.

4. Changes in Placement:

    a. . . . students prepared complete data sheet for use during interview.

Objective I. Be able to work effectively with public employment services in the placement of students completing the office occupation education programs.

1. Changes in Classroom Methods:
    a. . . . have brought more of the business world into the classroom by use of speakers, field trips, materials from business and films.
2. Changes in Coordination:
    a. . . . more detailed interviews with employers when preparing training plans.
    b. . . . communications between business and education are being improved.
3. Changes in Placement:
    a. . . . using companies which pay the minimum wage.
    b. . . . students were tested by State Employment Commission.
    c. . . . placement was based on the student's abilities, skills, and potential.
    d. . . . plan to assist students to find full-time employment after graduation.

Objective J. Be able to conduct follow-up studies of former students and to interpret results in terms of improvement of existing curricula.

1. Changes in Coordination:
    a. . . . have spent more time with following up needs for individual instruction.
    b. . . . visiting each training station at least once a marking period.
    c. . . . evaluations have been reduced to one every grading period.
2. Changes in Follow-Up:
    a. . . . had tea at Christmas for graduates to discuss their jobs with the class.
    b. . . . postal card was sent to all former students of past two years to determine where employed, duties performed and machines used.
    c. . . . have started planning follow-up of former students.

d. . . . sent out questionnaires to all former simulated program students.

e. . . . plan to begin follow-up procedures for first time this year.

f. . . . working out plans with the students to report to coordinator twice a year after graduation.

g. . . . follow-up studies will be used in evaluations of curriculum changes, units of instruction and changes in club activities.

II. EVALUATION OF INSTITUTE TOPICS

Tables I through V on the following pages provide a summary of information obtained from Part II of the questionnaire. Forty topics were rated by the participants according to the value they had received and found most useful in their teaching. Each Table indicates rank, number of responses, and topics. By comparison of rank and number of responses, the reader can determine to some extent the most helpful topics which were included in the In-Service Institute.

TABLE I

EVALUATION OF INSTITUTE TOPICS RATED BY PARTICIPANTS TO BE VERY VALUABLE IN THEIR TEACHING

Rank	Number Responses	Topics
1	17	On-the-Job Office Observations
2	16	Effective Listening
3	15	Individual Instruction Techniques
4	14	Man in a World of Work
5	13	Critical Incident Report
6	12	Job Descriptions
7	11	How to Make the Disadvantaged Youth More Employable
8	10	Analysis of Worker Roles
9	10	Vocational Education Act of 1963
10	9	Narrative Report

TABLE II

EVALUATION OF INSTITUTE TOPICS RATED BY PARTICIPANTS TO BE OF HIGH VALUE IN THEIR TEACHING

Rank	Number Responses	Topics
1	15	Career Development and Human Competence
2	14	Evaluation of Office Occupation Programs
3	13	Office Occupations Education Cycle
4	13	Recent Developments in Business and Education
5	12	In-Service Activities for Coordinators
6	12	"The Bridge" -- Film
7	12	Abstracting Competencies from Job Descriptions
8	11	Occupational Information
9	10	Narrative Report
10	10	Solutions to Employment Problems

TABLE III

EVALUATION OF INSTITUTE TOPICS RATED BY PARTICIPANTS TO BE OF MODERATE VALUE IN THEIR TEACHING

Rank	Number Responses	Topics
1	16	Multi-Use of Audio-Visual Equipment
2	15	Writing-Board Systems
3	15	New Taxonomy
4	15	Cost Effectiveness
5	14	Employment Services Available to Coordinators
6	13	MIND Approach to Learning
7	12	History, Development, and Future of OEA
8	12	Intensive Office Laboratory
9	12	Federal Concern and Education
10	12	Facilities for High School and Post-Secondary Office Programs

TABLE IV

EVALUATION OF INSTITUTE TOPICS RATED BY PARTICIPANTS TO BE OF LIMITED VALUE IN THEIR TEACHING

Rank	Number Responses	Topics
1	10	State Plan and Policy Bulletin
2	7	Research Coordinating Unit
3	7	Research on Cooperative, Directed, and Simulated Programs
4	7	Writing-Board Systems
5	6	How to Make the Disadvantaged Youth More Employable
6	6	Business Communications Between Educators and the World of Work
7	6	Anticipated Outcomes of the Institute on the Disadvantaged Youth
8	5	Vocational Education Act of 1963
9	5	History, Development and Future of OEA
10	5	Systems and Procedures of Modern Offices

TABLE V

EVALUATION OF INSTITUTE TOPICS RATED BY PARTICIPANTS TO BE OF NO VALUE IN THEIR TEACHING

Rank	Number Responses	Topics
1	3	Business Communications Between Educators and the World of Work
2	2	Multi-Use of Audio-Visual Equipment
3	2	Systems and Procedures of Modern Offices
4	1	Research Coordinating Unit
5	1	New Taxonomy
6	1	Research on Cooperative, Directed, and Simulated Programs
7	1	Writing-Board Systems
8	1	MIND Approach to Learning
9	1	Intensive Office Laboratory

III. In what ways, other than you have mentioned, do feel vocational office education benefited through your attendance at the Institute?

A. Greater recognition has been gained by our state personnel as to the vocational needs of the office occupations curriculum.

B. I have been requested to assist other schools in developing cooperative office education programs.

C. Plans are to promote simulated and intensive office programs in small high schools in the state. I have been asked to work in this development.

D. I will now be working with state staff to disseminate information about office occupation programs to other schools in the state.

E. The exchange of ideas by all the participants from across the nation has enabled me to share these ideas with educators within my own state relative to vocational office education.

F. I was able to bring the Institute information to the educational members of the District.

G. Vocational office education benefited through my attendance inasmuch as it enabled me to strengthen the concepts developed in our state that will help to solve many problems that exist nationally, particularly with disadvantaged students.

H. The benefits gained at the Institute have been shared with the business community and this has made our local programs stronger in the training-station area directly and in the public relations area indirectly.

I. By explaining the total concept of vocational office education programs to meetings of teachers and businessmen we have been able to "bridge the gap" through combined meetings that were not held previously.

J. By sharing visual aids and printed materials received at the Institute, with other coordinators, I have been able to consolidate the efforts of all our business teachers and develop a stronger general business education program for all students.

K. The newer or different concepts shared by other states have made it possible to bring these new ideas to our faculty meetings.

IV. What constructive suggestions do you have for future Institutes?

A. Have it as well planned and executed as this one.

B. Extend the Institute for one or two more weeks. This was an excellent Institute.

C. Continue the idea of sharing materials from the various states. This was a real asset to everyone.

D. Include more contacts with business and industry.

E. Allow more time for filing and assimilating materials.

F. Eliminate the two evening meetings.

G. Future institutes should be a follow-up to this one.

H. Allow participants more free time to exchange ideas during day.

I. Urge participants to bring a camera to record their findings in the business observation period.

J. Request all speakers to provide written text of speech.

K. TRY to find, in such a busy schedule, more time for small group discussions.

L. Plan a less intensive schedule that would be less exhausting physically to the participants.

M. Plan more time for each state to make a presentation of the vocational offerings within the state.

N. Plan a shorter class day.

O. One topic per day would have been sufficient but we needed all the material presented so this might not be possible.

P. Eliminate taped speeches of speakers not able to attend and give a written report of the materials. Tapes are not satisfactory.

V. Would you be interested in attending an Institute composed of the same participants for one week in the summer of 1969 to follow-up the activities and improvements in the vocational office education programs represented in the National Institute of In-Service Education for Office Occupation teacher-coordinators?

Twenty-four participants responded positively. A composite of the reasons for their response is as follows:

A. To investigate the changes that have been made in individual instruction techniques throughout the nation.

B. To make a comparative study of the methods and techniques which were presented at the Institute and to evaluate these.

C. To maintain contact for my state with national directives of practical application.

D. To evaluate the Institute which I now consider one of the best educational programs I have ever experienced.

E. To share the improvements brought about in the various program implementations in the country and to be able to write a follow-up study for national use of the new curriculum directions in vocational office education.

F. To evaluate the merits of the Institute and to determine the needs for a continuing Institute of this kind for benefits to vocational office education similar to those held in the academic areas.

G. To determine even greater practical applications that have "worked" in some of the programs.

H. Continuity of the study would be enhanced if the siminar were held to evaluate measures pursued by participants.

VI. Would you advise other teacher-coordinators to enroll in a national institute?

All participants responded positively.

A. The approach of experts to vocational office education, along with an exchange of ideas by participants is very valuable to curriculum construction.

B. If nothing more than to broaden the horizons of teacher-coordinators, an Institute participation is a must.

C. National Institute rewards are numerous: exchange of professional facts and theories. exchange of personal ideas and views, exposure to the national picture of vocational education and its needs, and an opportunity to confer with leaders in business and education.

D. Participant exchange of ideas in educational settings and informal discussions are motivating and enlightening.

E. New concepts and innovations learned at an institute such as this one indicate that it is possible to find the professional literature is not as current as it might be.

F. Through such institutes better office education programs will be developed throughout the nation and young people will benefit for their entire life.

G. To provide a common philosophy for cooperative office education programs and help the teacher understand them.

RESULTS - Visitations

Within one month following the Institute, the participants had corresponded with the Director and Assistant Director and wrote of the immediate effectiveness that had happened in their programs. It was evident that some degree of success was due the Institute. The reports were indicative, at this time, of the need to conduct a greater follow-up study of the Institute than had been planned at the development stage.

At this time a request was forwarded to the Bureau of Research requesting permission to follow-up the Institute. Request was granted and the visitation program was planned for December through January.

It was decided to visit as many of the programs as possible, that were represented by active participants who showed evidences of creativity and practical applicability. It was further agreed that the participants visited should also represent a cross section of the Institute participant qualifications as well as a geographic representation. At all times, it was considered that the disadvantaged student must be kept in mind and relevance made as to the rural and urban representation of these students.

The following criteria were established:

1. Participants showing excellence at the Institute.

2. Disadvantaged geographic areas of the nation.

3. Representation of rural and densely populated areas.

4. Non-respondents to the correspondence following the Institute.

5. Participants actively engaged in the dissemination of information relative to the Institute.

6. Disadvantaged areas with bilingual student population.

7. Geographic visitations were determined to conserve funds. Travel was arranged so that several programs were visited during the same trip, as time permitted.

After the desired participants were classified in rank order for visitation, the areas representing the cross section desired, as mentioned above, were determined. The states listed below are listed in order of desired representation and are not in preference order of any description:

Disadvantaged

North - Ohio
East - Pennsylvania
West - New Mexico
South - Alabama
South - Arkansas
Southwest - Texas
Commonwealth - Puerto Rico
District - Washington, D.C.*

Urban - Suburban - Rural

West- Arizona
East - Virginia (Comprehensive)
East - New York (Vocational)
Northwest - Montana (Cooperative)
Northwest - Washington (Simulated)
Midwest - Iowa
Midwest - Michigan
Midwest - Missouri
Northeast - New Hampshire
North - Alaska

* Due to a death in the family, the participant was not interviewed during the follow-up visit. The administrative staff of the school and the District office hosted the visitation in the absence of the participant and were most cooperative.

The observations made for the follow-up study were made during one day visitations and have been incorporated with the information taken from the original proposal of the Institute. In an effort to recapture the objectives of the Institute, and to determine the successes and failure of the Institute, the observations were made relevant to the stated objectives. It is for this reason that the observations made in each state are classified under the objective heading and not in a singular study of the program visited.

A. Understand thoroughly the new orientation in the office occupations cycle:

. . . cycle shares ideas and basic needs as observed in the teaching in the Michigan classroom.

. . . coordinators manual developed and students refer to it in class responses in individual instruction. Michigan

. . . field trip referred to by students and thereby it was developed that the total understanding of the cycle motivated the student in Michigan.

. . . cycle developed concept ideas for cluster occupations and students discussed cluster occupations relevant to their specific career objective. Michigan

. . . cycle explained to students by participant during his orientation to students. Class was taken on a field trip to acquaint with urban area. Ohio

. . . Institute was capsuled in a week long activity for high school students and they were placed in stations for observation period. Motivation of student has remained constant and effective. Ohio

. . . student writing job descriptions in class observed. Activities of learner are translated to the basic curriculum. Ohio

. . . cycle explained to students at outset of class and it has helped youth to grow vocationally through desire to be successful. Texas

. . . coordinators now meet together and establish a placement counseling session for Sophomores using cycle to share information about vocational office education. Interest was created. Texas

. . . cycle explained to business-training stations. Montana

. . . cycle has given a definitive to vocational office education that has long been needed. New Hampshire

. . . cycle is used in private consultations to Junior students to help them understand program. Texas

. . . cycle has been used in home visitations and students advise it has helped parents to understand the program of study student is following in school. Puerto Rico

. . . cycle promotes better community relations with the school. Puerto Rico

. . . cycle has directed the need for an office occupations program in adult education in our community. An Adult Education program was developed in cooperation with the Distributive Education teacher. Team-teaching technique has been used using ideas and materials developed at the Institute. Iowa

. . . cycle was used to revise job orientation presentation at beginning of year. Virginia

. . . in using the cycle to teach to my students it was an automatic "eye opener". Many students had never realized how important it is to know social graces on the job and to apply background knowledges to the skills. Alabama

. . . students studied the cycle and then were given instruction in job descriptions and at this point they were placed for three days in a business office and observed beginning entry level positions. After observations complete job descriptions were written and discussed in class. Alaska

. . . the cycle motivated me to apply critical incident techniques to the cycle and my students were able to develop deep concern for the workings of the U. S. Office of Education in their behalf and seemed to work harder in the classroom and in the program. The application of the cycle to the wheel design I developed further aroused interest and motivation. Washington

. . . guidelines developed from the Blackstone cycle and therefore in my position as psuedo administrator for the business department of my district other teachers have profited from the information. Washington

. . . the cycle is a tool to strengthen office education. Washington

. . . in the state presentation to office education teachers the cycle was the theme of the conference and enabled me to share the wealth of materials with all teachers under a common "umbrella" of understanding. New Mexico

. . . bilingual problems are considered in the cycle and the students benefit directly. New Mexico

. . . the office occupations cycle was most important to the whole institute. . . . made the curriculum development meaningful to both student and teacher. . . students understand the needs necessary to success in employment by following the concepts to conclusion - graduation and further education in adult life, if desired. New Hampshire

. . . Dr. Blackstone is to be commended for having developed this effective learning device. . . enabling me to translate course needs to student needs. New York

. . . cycle concepts have been built in to the new course of cooperative study at our school under the direction of another teacher. . . that I am helping set up the curriculum and the standards for in cooperative education. New York

. . . the cycle helps me understand the program and to then transfer this understanding to my Board. New York

B. Be able to describe and analyze jobs.

. . . one job description existed in the program and that was all. Developed job descriptions in brief outline form. Students elaborated further as they grew in the jobs. Importance of job descriptions realized by student, employer and coordinator following the Institute. Michigan

. . . Curriculum and orientation periods lead to need for job descriptions but not until the second semester as students do not go on the job until this time. Pennsylvania

. . . students are interviewed and career objective discussed. Job descriptions are shown to student to evaluate interest in the career shown. This is an added advantage discovered after writing job descriptions and was not mentioned at the Institute. It is another use made of job descriptions. Pennsylvania

. . . weekly reports viewed indicate information that may be added to job descriptions. Pennsylvania

. . . coordination time is more valuable when job analysis is available to all concerned. Arizona

. . . Job descriptions show employer it is not necessary to have top students in all positions and opens up job opportunities to lower ability students in some areas. Ohio

. . . students are asked to interview career person in field of specific interest and job analysis is written from the interview information. Career planning relates to job analysis and is an additional benefit not discussed at the Institute. Arizona

. . . Job descriptions have been paramount to student placement successes this year. Texas

. . . Job descriptions made impression on me as a participant but as I work with this I am more aware than ever of the vital importance the cycle is to program success. The extraction of competencies for individual instruction is expressly needed as well. Texas

. . . needs are determined by job description and students understand this without lecturing. Texas

. . . placement errors are lessened by having job descriptions available and therefore student failures in jobs is lessened and student progresses faster. Texas

. . . descriptions of jobs and analyzing them in the community may have a direct bearing on the establishment of a cooperative program here next year. Alaska

. . . job analyses are conducive to the survey that the students are now doing regarding a vocational office education cooperative program for the community. Alaska

. . . observation days were planned in our course so that students would be able to observe and write job descriptions. Students are now motivated because THEY want to learn and this has been a direct result of job descriptions. Alaska

. . . job analysis is the basis for the instruction in the simulated program of office occupations. Washington

. . . a unit in description writing was added to the curriculum and it has created awareness of job importance. It has also built prestige for the young learner and added significance to their positions. Arkansas

. . . job descriptions were written by 21 students to date and the other nine are in process at this time. I plan to have one day spent in business observations in the future. . . just as we did at the Institute. This was a wonderful teaching device. New Mexico

. . . job descriptions pointed the need for weekly reports by the students and these are more complete now. . . help me to develop closer relationships with the business and the instructional need of the student. . . I know what they are doing on the job weekly. New Mexico

. . . job descriptions develop motivation. New Hampshire

. . . analysis has made instruction a necessity to the student and it is no longer just a time-consuming commodity, to be contended with. New Hampshire

. . . job descriptions are discussed with the employers and the students understand their importance. New Hampshire

. . . job descriptions are written and added to as necessary by the students and become part of their progress. New Hampshire

. . . job descriptions are not relevant to mv teaching typing and shorthand, particularly, but they are used by the instructor developing the cooperative program. New York

C. Be able to identify from job analyses the behaviors, social competencies needed and background knowledges needed by entry level workers in office occupations.

. . . behaviors and social competencies are broadened through the youth club activity. Michigan

. . . community responsibilities are developed in youth club - new constitution written by students this year. Michigan

. . . lower achievers are now in program by using evaluative forms to determine real and absolute needs of the employer through job analysis and discussions with employer relative to these described needs. Ohio

. . . entry level worker with 50% sight disability was placed in program as a direct result of job analysis discussion with an employer. Ohio

. . . job analysis has brought business closer to school and in case of handicapped student there is gratification on the part of the employer in being able to assist a young person with a definite handicap. Student success is appreciated by both business and school personnel. Ohio

. . . job analysis requires greater counseling techniques, using individual placement progress reports. Home visitations are increased due to job analysis and the need for an understanding of social requirements for the positions. Ohio

. . . slow learner has been a disadvantaged student but now with the job analysis we observe there is a place for this student in the employment picture. Puerto Rico

. . . background knowledges are fortified with critical incident role playing technique. Puerto Rico

. . . job descriptions are written in skeleton form first by the coordinator and placement based on a comparative study of student and job. Montana

. . . students increase information on job description as they progress on job and receive greater responsibilities. Montana

. . . students relate their job descriptions orally to other classmates thereby sharing experiences with the class. Missouri

. . . comparative studies have developed from the sharing of job descriptions and students are more aware of the requirements of office positions and the involvement with social and background needs for success. Missouri

D. Be able to identify disadvantaged students and to be able to design the curriculum for each student which will make it possible for him to profit from vocational instruction.

. . . identity of student not a problem but a problem does exist in having individual materials to meet the specific needs of the students enrolled. Small classes this semester have made individual instruction much more feasible and therefore single concept tapes are the answer to helping students with specific curriculum needs. Pennsylvania

. . . individual folders for each student have been a help to the disadvantaged student in that there are records for their information relative to accomplishments and earnings. Pennsylvania

. . . coordinator has worked with disadvantaged student for a long period of time and realized he assumed students knew background information for job applications and locations of buildings within three miles of the school. In the Institute coordinators were adivsed to "not assume" when designing the curriculum. Coordinator, on his return, capsuled the Institute in a one week seminar program for his students and toured the city, realizing only then, the students did not know what everyone takes for granted. Students did not know application details about themselves. Students did not know location of leading business buildings. Curriculum was then designed including the materials usually taken for granted. In addition social functions were included and the students were given an opportunity to appreciate music (ice show) and athletic facilities (bowling). Observations were made for three days at business offices. Students were taken outside of the inner city area. Motivation has increased in the classes and the coordinator has been able to place students in jobs as training stations that were not open before. Employers have advised him that his students were taken for employment in preference to others in less disadvantaged areas because of their competencies. Ohio

. . . career folders about students were developed. Ohio

. . . brochure developed for public relations piece to attract disadvantaged student if interested in office occupations and a career. Arizona

. . . disadvantaged student is recognized and programs are designed to help the bilingual student find himself and to provide a means by which he can improve his situation. Texas

. . . activity periods are used to develop techniques through individual instruction that was not used prior to the Institute. Puerto Rico

. . . behaviors were studied in connection with needs of business and social competencies and then correlated to the job descriptions that had been developed earlier in the classroom instruction. . . . students own knowledges discussed from observations made in the business offices. Alabama

. . . job analysis unit was first used this year as a result of the Institute and it has given broad scope concept to students of what is possible in the world of work. Alabama

. . . career objectives were firmed up by the job analysis. Alabama

. . . an analysis was written after students observed in the business community and now there is an understanding of all the work opportunities there are in the office occupations. Alaska

. . . job analysis and description elevated importance of social etiquette in the office and the specific needs of each student were realized. Arkansas

. . . term papers were graded based on job analysis unit of instruction. Arkansas

. . . a student handbook of knowledge necessary to the career objective is being made by each student to prepare them for full-time employment upon graduation. New Mexico

. . . considering the behaviors, social competencies and background knowledges necessary for entry-level jobs the administration and I are developing a curriculum leading to a cooperative program in the senior year. This will be through an orientation period and a block of study time that will start in the Sophomore year. New Mexico

. . . the three areas covered in the analysis are discussed in class both formally and informally . . . attention to small details is covered and job experiences are then shared by all the students. . . correlations develop. New Hampshire

. . . students tend to stress social behaviors more now than in previous classes. . . club activity has greater meaning to the student. . . considerations are a part of the learning activities that just seem to be "built in" to instruction. New Hampshire

. . . student participation in class discussion is active when related to job experiences and the job analysis is considered. New Hampshire

. . . the club program helps build self-esteem for all students and for the disadvantaged student as well. Iowa

. . . new program this year so we never really counseled students previously but now have the benefit of the instruction of Borow and Tennyson. . . counsel efficiently with student-interest and need as center of consideration. . . using materials given me this summer. Montana

. . . disadvantaged student needs to be accepted at point he comes to the teacher. . . therefore effective listening unit has been added at the onset of the program. . . student is then in equal position to appreciate instruction. Arkansas

. . . disadvantaged student is helped to a greater degree when individual instruction is possible. . . job problems are solved through individual instruction and student is able to attain success and feel advantages of succeeding in something he is striving for, for himself. Arkansas

. . . disadvantaged student is given information from job description in counseling and selection process. Missouri

. . . business teachers recommend students for the program and job sheets are developed during selection period. The two are compared for career objective of student. Virginia

. . . brochures are developed so that the disadvantaged student will have an opportunity to know about the program. Virginia

. . . disadvantaged students are not really a major concern due to small percent in area. Students felt to be in need are certainly assisted through the cooperative program. There is ample opportunity for disadvantaged to be encouraged to enroll in program. New Hampshire

E. Be able to translate behaviors, social competencies and background knowledges, in office occupations into appropriate learning materials and experiences and be able to set performance standards for students which will meet job entry requirements.

. . . work progress has a direct bearing on skill achievement in the classroom and leads to a broader objective in career decisions. Michigan

. . . skills alone are insufficient for job placement and therefore performance standards are not felt to be confirmed until the students are in last semester of senior year . . . city cooperative placement director works closely with school instructor and placement of job experience is very adequate for student. Pennsylvania

. . . not difficult to translate behaviors, social competencies and background knowledges for students in this area as we have worked with this student for years. Students are well able to meet entry requirements at this level. Pennsylvania

. . . added effective listening to the curriculum as well as the use of clips of movies for audio-visual presentations. Ohio

. . . from critical incident reports prepared by the students it has been possible to expand units of instruction on such topics of human relations, employer-employee relations, and co-workers relations which will help the students meet job entry requirements in areas other than the skills. Texas

. . . more home visitations have been made which brought out some definite social competencies and background knowledges that should become a part of the curriculum. Puerto Rico

. . . the only youth organization available for our cooperative student is FBLA in which many of the club activities relate to the development of social and behavioral competencies. Puerto Rico

. . . from the use of the critical incident reports and the office observations which were made during the Institute it has been possible to illustrate to the students acceptable office behaviors; job performance standards have been discussed through individual instruction as well as buzz sessions. Puerto Rico

. . . present cooperative students are assisting in the promotion of the program by visiting with future students during homeroom periods during which time they discuss job entry requirements. Iowa

. . . most appropriate learning materials received from the Office Institute were the critical incident reports, materials for the disadvantaged students, suggestions for better communications between business and education, and ideas for creative techniques. Montana

. . . critical incidents have been used as a new learning activity for group discussion of employment requirements. Montana

. . . health and hygiene topics have been discussed by the school nurse as they relate to good personal health for job entry requirements. She provided learning materials for the students to use on an individual basis. Virginia

. . . the coop students mature more readily and therefore the individual instruction techniques are advantageous to the program. Virginia

. . . Understanding behaviors is a new learning activity for the disadvantaged. Missouri

. . . individual instruction leads students to independence and creates a desire on their part to learn more. Alaska

. . . students write in depth about their anticipated career and their methods for reaching their goals. Alaska

. . . club activities are planned as a structured part of the curriculum next year. . . presently using outside speakers to bring social competencies into focus. Alaska

. . . behavior and background knowledge is determined by the student in writing job descriptions. . . these then become standards of performance. . . as determined by the student. Motivation is built-in to the contents. Washington

. . . specific units to accomplish social competencies have not been developed. . . seems as though process of osmosis takes place. . . students know and accept social requirements from other students employed. New Hampshire

. . . effective listening will help in furthering background knowledges necessary to employment success. New Hampshire

. . . critical incidents helped in the area of human relations and also it was then possible to move students along progress directions dependent upon their advancement in effective listening techniques. Students write down directions and work accordingly. New Hampshire

. . . teaching techniques change as the Cycle is followed. Students set own standards of performance and set them higher than the teacher would at times . . striving harder to satisfy their employer needs. New Hampshire

F. Be able to select appropriate and effective methods and teaching media for the purpose of implementing teaching techniques for individual students at all levels to meet standards for successful performance of their specific choice of office occupations.

. . . new learning activities include a new unit in office machines, including more emphasis on individual instruction. . . new conference rating sheets developed to cope with student referred problems. . . class secretary devised for further intensive individual instruction. Michigan

. . . critical incident materials have been developed into case studies for student concern. . . labor units for all vocational students was prepared. . . specific student problems handled as individual instruction. Michigan

. . . effective listening has been shared with the other teachers and English Department has been able to use the materials very well. Pennsylvania

. . . critical incident reports were developed relevant to the job preparation class and deal primarily with personality traits and behavior traits. . . anticipate what will be expected of the student in the job situation. Pennsylvania

. . . employers have called me to say the students from my disadvantaged area have been selected for employment over applicants from much more advantaged areas because my students could fill in application information completely and express themselves well on the applications. Ohio

. . . use job interview and job application materials early in the course of study. Ohio

. . . plan field trip to business early for actual use and reference to instruction. Arizona

. . . plan a field trip to discuss financial problems of the employed. . . consumer economics and background knowledges are one and the same in this instance. Arizona

. . . counseling service improved with space for coordinator to have an office to discuss personal problems with the student in private. . . select teaching materials in light of student problems. . . private conference is really a teaching technique. Arizona

. . . added units in listening and communication skills. Arizona

. . . design of programs for student selection includes real concern for individual attention to produce effective result for student. Texas

. . . 100% individualized instruction has been able to take place and the student benefits 100%. Texas

. . . new learning activities include critical incident technique whereby the students complete a form once a week regarding attitudes and observations they have made of behavior traits in people and the results of same. Missouri

. . . students prepared a booklet for all students in the business education department telling about the classes they were enrolled in and the advantages to be gained by being a member of the vocational office education program. . . The cooperativeness displayed in preparation for the final draft of the booklet helped to build rapport among the co-workers and was applicable to human relations unit. Texas

. . . a difficult problem here is to teach without equipment and with a lack of textbooks so the Institute has helped me to use effective educational methods discussed by other members from other states and to apply the teaching materials gained at the Institute to my class work. Puerto Rico

. . . appropriate methods of teaching individual problems in behavior and background knowledges have been developed as discussed but they are time consuming. Puerto Rico

. . . rotation on machine study was done prior to the Institute on a time basis. . . now rotation is based on length of time needed by each student on each machine in relation to their career objective and need . . . smattering of understanding is not sufficient. . . proficiency is paramount. Montana

. . . job descriptions are most valuable to selecting effective teaching methods. Montana

. . . oral communication unit has been added to curriculum. Missouri

. . . student expression and understanding is most important. . . need to be recognized is strong here. . . need to hold their head high and to have self-prestige is important . . . build these through job requirements. Missouri

. . . charm units, etiquette and social acceptances are taught in relation to employment applications. Missouri

. . . methods appropriate to "expert advice" are used to bring subject content to forefront. . . outside speakers invited to present subject in discussion sessions. Virginia

. . . transparency presentations developed for visual aids in data processing area and field trip planned to Institute specifications. Virginia

. . . in my evaluation of methods I find I now lecture less and work with the individual more. Alaska

. . . prior to the Institute I used method of trying to cover units of instruction and materials by lecture method primarily. Since Institute, through the information acquired at the sessions, I have been using the Individual Instruction technique. In so doing I have had to develop some special instructional materials that could not be purchased commercially. Job sheets, duplicated forms, progress charts are a few of the individualized materials prepared for each student in each subject area. These have helped the student attitude and have helped me to have the time to devote to each student as an individual. Students see individual attention and are motivated by this fact. They are stimulated. After testing programs on materials covered I find there is greater understanding and comprehension than last year. I personally feel this will be an asset to my teaching and that students will be much more interested and able to meet the requirements of their career objectives. Dr. Blackstone's cycle has been the basis for this instructional change. Alaska

. . . effective listening techniques have been developed for the class as a whole and practice sessions have been held. Arkansas

. . . critical incidence techniques develop improvement in the little things that irritate and the students remark they have seen changes even among themselves since we studied this unit. They further remark that they are able to observe adults in the business place of employment giving way to emotions that are understandable if they only look for critical incidences. Arkansas

. . . the MIND principle explained at the Institute has worked in my class. . . I placed the book materials from my typing class on an ordinary tape and repeated them to specific speeds. . . students heard them and typed them keeping up with the tape and the results are that most students have doubled their speed and increased their accuracy 100% and have been able to develop other concepts that I placed on tapes. Arkansas

. . . business is most cooperative in our community and has offered materials that are constructive for teaching. . . this media has given great impetus to the classwork. New Hampshire

. . . use less lecture method teaching as a result of having been a member of the Institute. . . it is difficult to seek all the individual instruction material that is needed. . . but it is possible and worthwhile. I see a real need to build a library of resource materials within the department. New Hampshire

. . . source centers for materials listed at the Institute are helpful. New Hampshire

G. Be able to integrate successfully experiences in the classroom and on-the-job training in order to maximize occupational learnings.

. . . occupational learnings are maximized in the classroom using realistic materials from industry. Pennsylvania

. . . occupational learnings involve teaching the student how to adjust to changes within the job. . . this is taught through rotation programs. . . some young people cannot adjust to being transferred within the company organization. . . special materials are needed to teach this concept. Pennsylvania

. . . a withdrawn student was very shy and retiring on the job yet normal in the classroom . . . by using classroom experiences she was able to develop and mature and was retained by her employer through careful attention to proofreading exercises practiced in the school. . . her job improvement was 100% and she was retained. Pennsylvania

. . . students operate in pairs and rotate one full week in school and one full week on the job. . . occupational learnings then have one full week to develop before returning to the job to perform . . . this plan benefits students. Pennsylvania

. . . observations of on-the-job training are utilized by field trips. Arizona

. . . occupational learnings are summarized. . . teaching then is divided into two categories: let's look at the self and rating the self. . . scales are used in attitudes and case studies permit student to evaluate self in relation to others that are evaluated. . . students then begin to understand themselves. Arizona

. . . class reports are made by students when they feel they will benefit others in the class by explaining the on-the-job experiences they have "lived through". . . real analysis is made and the disadvantaged student broadens his own knowledge and helps his peers through the same experience by witnessing to them the results. Texas

. . . classroom experiences are improved through practice and on-the-job experiences improve as a result. . . job descriptions again make this possible in the related instruction class. Texas

. . . communication skills, human relation talents and social graces are developed through public contacts made during the school day, both in class and club activity. Montana

. . . record keeping units are class activities that become integrated with occupational learnings in the machines class. Montana

. . . occupational learnings taught this year that are new to the curriculum require one student to teach the next student in the operation of the machine. . . found that on-the-job student, when transferred, is asked to break in the new girl and finds it difficult. . . when it is time for a rotation then the older student is required to teach the new one and is graded by her ability to make the new student understand the principles involved. . . girls like the responsibility. Alaska

. . . curriculum development has been geared to occupational learnings as primary. . . job descriptions are the basis for the curriculum. Arkansas

. . . to integrate class and job to maximize learnings we have used special reporting forms for employers and these then tell the teachers just what to teach or what it is necessary to reteach. . . and this happens. Arkansas

. . . methods gained at the Institute for both class and job training and how to establish a cooperative program have been the main benefits reaped from the Institute for the state of New Mexico. New Mexico

. . . integration of occupational learnings is enhanced by the guest speakers suggested for the classroom. . . "experts" have benefited the students by verbalizing their reading and hearing it firsthand. New Mexico

. . . occupational learnings are improved when students are able to put all knowledges gained into a productive activity. . . public relations brochure has helped in that it has enabled students to do something for others. . . to explain the business cooperative program and to make communications with the public a part of their classroom instruction. . . art work enhanced the activity. New Mexico

. . . cooperative students are working on two other projects as a direct result of the Institute which broadens occupational learnings. . . workbook or scrapbook for the OEA club and a manual for them to take with them to work after graduation. New Mexico

. . . occupational learnings improve through effective listening techniques taught in the classrooms. . . students now HEAR the instructions of the employer. New Hampshire

. . . occupational learnings require maturity and students reflect the classroom instruction in this area while on the job although it is difficult to assess. New Hampshire

H. Be able to design effective learning experiences for other than cooperative office occupation programs.

. . . added units in effective learning through listening, critical incidents and job orientation information to the job preparation course. Pennsylvania

. . . smaller class sections this year permits individual instruction with a degree of uniformity this year. . . it is possible to give good instruction when classes are of a size that is workable. . . vocational programs do permit the teacher to teach to the student through individual instruction. Pennsylvania

. . . experiment will take place next year when one section, in the junior year, will receive instruction in office practice, in the curriculum now under design. Arizona

. . . job descriptions, the work cycle of competencies and the office occupations education cycle are all "musts" for the non-cooperative program. Texas

. . . simulated activities that were suggested are plausible techniques for a program such as the one I have and some of these techniques have been inaugurated. Alabama

. . . the bank technique which I am presently using has been invaluable, although started prior to the Institute, we have been able to build upon it as a result of the information gained at the Institute. I would gladly share the information about the bank operation with any non-cooperative vocational office teacher interested in this plan. Alabama

. . . basic to the bank technique mentioned above, is the need for the service within the community as well as need for instruction to the vocational program. It serves two purposes simultaneously . . . certainly merits discussion.

. . . Students in the non-cooperative class study the operations of a bank and all the office procedures inherent therein. The students organized and formed the bank themselves and wrote the by-laws for the bank, sponsored by a local bank and in cooperation with this bank. Prior to the establishment of the bank a survey of the area indicated only 200 families had a savings account or bank affiliation. One year after the bank was established in the classroom and in operation, 400 families had established bank accounts or affiliations. Students in the high school are depositors in the bank, banking being done on class time of the vocational student. Records are kept by the senior student with a junior student as the assistant. The bank operation is then self-perpetuating for the vocational program. Interest is figured and paid to depositors.

Saving is a real sacrifice to the depositors when it is realized and recognized that this operation is taking place in an area where the average incomes is less than $1500.00 per year. Consumer finance is also taught through this bank operation and increased bank activities are planned for the future. Alabama

. . . individual instruction materials were not used before in my non-cooperative program and today they are a mainstay of the operation as a result of the Institute and the materials gained there. Alabama

. . . effective learning is a direct result of my making personal visits to the training stations and establishing it as a teaching center-job learning experience. Alabama

. . . students from my class observed in business for three days just as we did in class at the Institute and this has given my disadvantaged student their greatest benefit from the Institute. They ARE motivated now and teaching is no longer work. Alabama

. . . effective learning experiences are being designed now in the realm of field trips for the spring. Alabama

. . . effective learning designs included my telling the students about job clusters and the new taxonomy. . . could see relationships of one job to another and the opportunity to transfer skills and knowledges from one area to the next created real interest. Alabama

. . . designing effective learning experiences is now a challenge and I found the listening unit and the critical incident unit to be most useful in the classes of both 11th and 12th graders. Alabama

. . . the Institute mentioned calling on business people to assist in instruction. . . I called on these people to record on tapes for my students in transcription rather than having them come to the classroom to speak. . . some spent many more hours and developed professional information for me on single concept tapes. I now have real and live medical and legal tapes including special notes and vocabulary. Alabama

. . . secretaries made tapes for me about their jobs. Alabama

. . . the observation days aroused student interest and made the students set even higher performance standards than those discussed at the Institute and some have been able to attain these. Alabama

. . . the non-cooperative program was helped by the Institute but further I will be able to use this information in a cooperative program, as well, if I ever have one and it has helped my coworker in another school in the city who has a cooperative program this year. Alabama

. . . realistic experiences are now established in the non-cooperative method because I use students as secretaries to the staff members of the high school. . . it is very effective learning method for the students. Alabama

. . . effective methods certainly include having students observe in business. . . wealth of materials available to them and students realized quickly how welcome they are in business world. Alaska

. . . brochure developed was an effective learning experience and will enable others to understand program. Alaska

. . . our students are on the job for only a period of six to nine weeks. . . this learning experience is certainly effective. . . the students gain materially from this experience. . . Alaska

. . . outside speakers appraise students of what they need to know and what they may expect in the world of work. . . do it better than the teacher can. Alaska

. . . simulated office programs are in effect in our district and although I am in administrative capacity the wealth of materials has been shared and used by the teacher-coordinators to develop effective learning experiences for their students. Washington

. . . An effective learning stressed the boys to be included in classrooms and enrolled in programs. . . this is being accomplished now in our district. . . Washington

. . . on-the-job learnings were applied in our simulated program in a unique fashion. . . one student (a junior) was selected to work in an office similar to the simulated office, during the summer . . . she became the in-service representative to the other members of the simulated class during the senior year. . . this technique built in motivation as she related "real" experiences to the simulated activities. Washington

. . . realistic equipment was rented to have in the simulated classroom. . . use magnetic tape typewriter and data processing equipment. . . students learned from another instructor . . . effective listening appropriate. Washington

. . . personality failures develop all during the course of study and therefore have designed units that may be injected into the course when needed. Arkansas

. . . curriculum changes are in effect and four courses are taken in the junior year leading to business coop program in the senior year in this vocational high school Arkansas

. . . individual instruction is difficult with 29 students in the program. . . need to consider size further. Arkansas

I. Be able to work effectively with public employment services in the placement of students completing the office occupation education programs.

. . . broad spectrum of job openings is discussed in class and activities of the employment services is included in job information. Pennsylvania

. . . students are aware of the services of the employment office through lectures, visitors and comments. Ohio

. . . involvement with professional adult organizations brings job placement information to students. Arizona

. . . students are made aware of the employment office services and consider aspects of finding jobs. . . look at the area and the future possibilities. . . and beyond this area. . . and in the future as well, in areas away from this locality. Arizona

. . . class speakers include placement and employment and will include the local public employment office. Texas

. . . it is now possible to place lower achievers in positions and the employment service will be able to find qualified personnel for these positions through our programs. Iowa

. . . initiation of Advisory Committee will help build leadership for the program and build closer relationships which will include placement and the public employment services. New Mexico

. . . the state office will be contacted and requested to work closely with the students in their senior year. . . invited to spend time in the classroom discussions. . . to bring materials to the students. . . New York

. . . curriculum will be designed in light of the needs expressed by the state office. New Hampshire

. . . I make personal contacts with the state employment office now regarding positions for the graduating student. . . Alabama

. . . placement is a prime concern. . . the state office will be contacted. Alaska

. . . teachers in my district have been made aware of the services of the local employment office of the state and they will be using these services. Washington

. . . greater placement procedures will be developed in our programs and consideration given to the lower ability student for placement in routine office positions. Iowa

J. Be able to conduct follow-up studies of former students and to interpret results in terms of improvement of existing curricula.

- . . . success after graduation will be determined in the follow-up procedures. Michigan
- . . . follow-up studies are carried on during the year at the present time as we work with the same employers and are appraised of the work of the previous graduates. . . we will formalize these procedures now. . . Pennsylvania
- . . . follow-up will tell us what speakers to use from the world of work and how to improve the curriculum. Ohio
- . . . graduates seem to remain in the local area and follow-up studies have been conducted. . . indications are that 55% of graduates go on to college. . . vocational programs have helped some students afford college expenses. Arizona
- . . . six month follow-ups will be taken of the job descriptions and then a review will be made of the job needs for the students. . . correlate all information with the follow-up studies of graduates. Texas
- . . . follow-up study of curriculum changes will be based on evaluations of units of instruction covered by the graduates under study. Iowa
- . . . close cooperation with Iowa Employment Service will enable follow-up study to be evaluated. Iowa
- . . . pre-vocational work study program may be started in the summer of 1968 designed to meet needs of disadvantaged junior high school agricultural youths. . . then the follow-up studies after graduation from high school will have comparative figures. Iowa
- . . . direct placement of graduates now joint venture with Iowa State Employment Service and follow-up study will be conducted in same manner possibly. Iowa
- . . . follow-up study is an important part of the vocational training developed in the city system. New York
- . . . follow-up studies for two, three and five years have been determined. New Hampshire
- . . . follow-up methods are planned in Alaska. Alaska

ADMINISTRATIVE COMMENTS REGARDING INSTITUTE

. . . Institute was most valuable to the city system. Information has been shared by all the city coordinators and in addition to this we have been able to share the unit on effective listening and the bibliography of this material with the English teachers of the high school of the participant and with other faculty members who have requested it throughout the city in both the disadvantaged areas and the advantaged areas. Pennsylvania

. . . we will need two or three years to evaluate the Institute results but the present will realize immediate results with the leadership offered our state by our participant . . . these activities will undoubtedly help to advance our state. Montana

. . . vocational programs will benefit immediately from the Institute in developing curriculums for the coming vocational programs. Washington

. . . the State Department has realized the benefits of the Institute from our participants cooperation in disseminating the information to educators within the state. Washington

. . . the state department is well pleased with the results of the Institute and wanted to be here to meet with you today to discuss further the aspects of the Institute and possibilities for future Institutes in Office Education. Administratively this district is enthusiastic about the potential results of training programs in vocational education. Your follow-up visit here has done a great deal towards firming up the attitudes of the administration and confirming the solidarity of the state department here for development of office education in the state. Washington

. . . Institute materials were referred to the teachers in the discipline for their inclusion in the curriculums. Washington

. . . our participant will be able to help the state department assist other schools throughout the state. New Mexico

. . . as a side benefit of the Institute has been the enthusiasm generated to other teachers in our state to attend future Institutes that will be held. . . Institute attendance has not been common practice in this section of the country . . . but I have had numerous requests for information about Institutes of the future. . . New Mexico will certainly benefit now and in the future from this. New Mexico

. . . due to economic and social conditions in our state. . . business education will provide the needed job competency for out students. . . . New Mexico

. . . enrollment has been lacking in the past in the business programs and I have seen an increase in enrollment at this time as a result of the Institute and our participant's enthusiasm. New Mexico

. . . since her return we have initiated several steps forward and have strengthened the program we already have. New Mexico

. . . many students are in school today because of this program that otherwise would not be and would have added to the dropout statistics. New Mexico

. . . Institute has helped our school and our state to promote good vocational education. . . participant was able to share her information . . . readily accepted. . . we look forward to the leadership she will offer in the future. Alabama

. . . I wished to be here today to visit with you and to express the satisfaction that New Hampshire has for the Institute. This has enabled our participant to bring ideas to our coordinators. New Hampshire

. . . This is the first time that I have really seen the results of an Institute in the classroom. Anon

. . . Teacher Education benefited from the Institute and appreciated the opportunity to discuss vocational programs with Institute personnel. New Hampshire

. . . the work of the participant at the Institute and in our school has been appreciated by the administration and by her fellow teachers. New York

. . . due to the dissemination of information by our participant, at the four area meetings for coordinators, the entire state has already gained from the Institute. Texas

. . . the information received by our participants has been helpful in preparing a Coordinators' Handbook. Michigan

. . . teachers-in-training in our state are receiving information about the Institute topics by presentations to methods classes at one of our State Colleges. Missouri

. . . our participant has contributed many suggestions for improvement and change in our office education curriculum. Ohio

. . . we feel that our participant returned with many excellent ideas and we hope to implement these in the future. Puerto Rico

. . . without the wealth of information our participant brought back from the Institute, our program would still be in the planning stage. D.C.

CONCLUSIONS BY PARTICIPANTS

. . . one specific benefit of the Institute is difficult to ascertain, there were so many, but I would say the experience itself and the meeting of national representatives--participants and speakers and sharing methods of teaching. Michigan

. . . specifically I would judge the extended curriculum I gained and by this was able to capsule the Institute itself and present it to my students. Ohio

. . . inspiration gained from the caliber of speakers brought to the Institute and the contact with educators from across the nation . . . to consider their ideas and to implement experimentation of ideas in my program. New York

. . . greatest benefit was to find the programs developing here were on the right track and that we were able to strengthen these through the Institute. Arizona

. . . to judge just one thing of greatest benefit I would certainly say the job description information. Puerto Rico

. . . specific gain was the weekly report as well. Puerto Rico

. . . specific gain was the attendance and the ability I now have to be on the Ad Hoc Committee for the State in Office Occupations . . . an opportunity to see that the Institute ideas may be expanded in my state. Iowa

. . . specific benefits must include the job observation days that I was able to transfer to my students. Alaska

. . . greatest single benefit for Alabama was the methods to be implemented in the directed and simulated programs. . . useful to adapt some of the on-the-job training techniques of the cooperative program as well. Alabama

. . . greatest points derived stem in the club activity and its involvement in the classroom instruction. . . we are now chartered in OEA and students benefit. Montana

. . . to pinpoint specifically the first benefit I would consider the administrative knowledge necessary to administer successful programs in simulated classes and to understand the cooperative methods. Washington

. . . highlight of the Institute was the Office Occupations Education Cycle--the basis for all understanding. Arkansas

. . . best teaching result of the Institute was being able to translate the activities of the program to the students by using the Office Occupations Education Cycle. New Mexico

. . . greatest value of Institute was the work of Dr. Blackstone reaching out to the classroom teacher to make the learning realistic to the student and understood by the community. New Hampshire

. . . best of the Institute was the exchange of ideas by all the participants and the wonderful feeling of working together and cooperating together and of disagreeing together for a common cause--the student. Virginia

. . . being able to bring the information home to my state and being given the opportunity by my state department to disseminate the worthwhileness of the study and work with other teachers. Texas

. . . Institute was greatest in that each of the participants was able to interpret the presentations in the light of their needs and not with a dictatorial requirement to conform to a national pattern. Missouri

visitations reached concensus:

. . . a follow-up study with the same participants should be held at the University of Northern Iowa with the Director and Assistant Director to evaluate the applications of the Institute material in a non-structured discussion seminar approach in the summer of 1969.

CONCLUSIONS

The following are the conclusions regarding the achievement of the objectives and purposes of the In-Service Institute for Office Occupations Teacher-Coordinators.

A. The evidence seems quite clear that the participants understood thoroughly the orientation to the new office occupation educational cycle.

B. The participants did learn how to describe and analyze jobs for job descriptions, develop narrative job descriptions, and apply this technique to their teaching as indicated in the results section.

C. Participants were able to identify from job analyses the behavioral skills, social competencies, and background knowledges needed to prepare entry level workers in office occupations.

D. To enable the participants to receive practical experience in preparing job descriptions, it was necessary to place each for three days in two different offices. Evidence indicates this was one of the most worthwhile experiences during the Institute.

E. The participants have a better understanding of the disadvantaged students and learned how to prepare instructional materials for them.

F. The participants have been able to design effective learning experiences as were evidenced by the questionnaires and follow-up visitation reports.

G. The participants were made aware of the Public Employment Services and have made some attempts to secure the services.

H. It is too early to determine just how effective the material presented on the follow-up procedures (following student graduation) will be. However, there is positive evidence now that a greater attempt will be made by most participants than had been anticipated prior to the Institute. It seems logical to assume more activity pertaining to follow-up procedures will take place because it is the final aspect of the office occupations educational cycle.

I. Participants learned to use various instructional materials as evidenced by written assignments and observations in follow-up visitations.

J. The geographic diversity of the group made it possible for the participants to share professional experiences which brought the group closer together and an esprit-de-corps grew among them.

This has continued by exchange of numerous correspondence among the participants, the Institute staff, and through participants' students corresponding with each other across the nation in subject matter areas.

K. Since this was the first National In-Service Institute for Office Occupations Teacher-Coordinators, the apparent success is due largely to the cooperation of the State Supervisors in selecting capable participants and the excellent staff of teaching consultants.

L. The effect of the Institute is having national significance due to the tremendous dissemination of information by the participants.

M. The Office Occupations Educational Cycle was not meant to be a teaching tool of the classroom, but it was used and found to be effective. The original intent was for it to be used to teach teachers the necessary components of a good office education curriculum. It has been found to be most valuable as a motivating factor in the classroom.

N. Neither were the participants told to send students to businesses to observe. This was a technique designed for the teacher education function. However, it was so effective that many participants have used the same technique in their classrooms and found it effective, stimulating, and motivating. In the instances where the technique was used at the high school level experimentally, it has now become a permanent part of the curriculum.

O. Respect and discipline were found to be above excellence in the deprived or disadvantaged areas visited. In Pennsylvania, Ohio, New Mexico, Texas, and Alabama, particularly, the respect of the student for the teacher and the administration was admirable and the efforts of the students were commendable. There was a distinct difference evidenced in these schools as relates to appreciation and desire on the part of the students for the visitors to the programs and for the students to the teachers for having made the effort to find a means and a manner to improve instruction for them.

P. National significance to the Institute might be expressed in the following. . . Students in Alabama, for example, discussed their teacher with Mrs. Wright, the Assistant Director of the Institute, and expressed their pleasure that a teacher of theirs had been selected to attend the Institute. They remarked that they were happy for her and that she had been so thrilled to be a part of the Institute. Students expressed their appreciation openly and felt that she had been able to do so much more for them since her return. One student remarked specifically that he was going to succeed and become a certified public accountant just to show her his appreciation and to become a student she could be proud to have had in her class. He remarked further, that this vow was going to be hard to do and that he would not mind the hardships involved or the hard work because she had made it possible for him to have this start.

Experiences similar to the above could be expressed by Mr. Reed or Dr. Douglas in their visitations and it is stated here only to indicate the effectiveness that national Institutes have for the student.

Q. Repetition of comments is a necessary part of understanding the visitation observations for the reader of this report. The repetitions, interpretations, and the variances indicate that although each participant attended the same lectures, the applications differed relevant to the specific needs of the educator. Although, for example, the Office Occupations Educational Cycle was a product of the U. S. Office of Education and national thinking, it did not generate federal control of programs, but rather gave even a greater emphasis to individual state directions and interpretations as they were needed. It further developed the concept that federal concern is the basis for federal funding--not federal control.

RECOMMENDATIONS

A. In-Service Institutes should be planned to keep geographic distribution equal and therefore, national in scope.

B. Participants should be able to have at least 25% of the Institute time to share teaching methods that have proven successful.

C. Visiting lecturers should be required to submit written presentations and be advised thereof, prior to their presentations. All presentations should be followed by participant reaction panels and a discussion period planned.

D. Future Institutes might well benefit from narrowing the background qualifications of the participants and perhaps delineate teacher-coordinators to specific vocational programs in office education such as the cooperative, simulated, or directed.

E. Budgeting should include funds for participant travel to sections of their states and/or to state meetings to disseminate Institute information and findings and to require participant to hold a one-day seminar workshop for interested educators in their respective states to expand the number of recipients of the materials. This budget should include funds for secretarial service and office supplies for handout materials to those attending.

F. An Institute should be 30 or less in number for greatest interaction within the group.

G. Follow-up studies should always include personal visitations. Greater information was gained from this source than was possible from the questionnaires. Personal observations validated the questions and answers on the questionnaires and verified the validity application of the instructional techniques.

H. A recorder and/or technical writer should be employed at all Institutes to prepare final reports to substantiate from an impartial viewpoint, the findings and to report these in a systematic manner for national dissemination.

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APPENDIXES

UNIVERSITY OF NORTHERN IOWA

Federal Legislation Concerning Vocational Education of Less than College Grade

Act	Kind	Years	Amount of money	Allotment to Services	Status	Provisions
Smith-Hughes	Continuous Appropriation	1917-	up to $7,000,000	Ag. 3,000,000 H.E. 3,000,000 D.E. ??? from T & I funds T.T. up to 1,000,000	Permanent	Administration Sup. T.T. State and Local Salaries and travel of Teachers
George-Reed	Inclusive Authorization	1930-1934	up to $2,500,000	Ag. up to 1,250,000 H.E. up to 1,250,000	Supplemented Smith-Hughes	Administration Sup. T.T. State and Local Salaries and Travel of Teacher
George-Ellzey	Inclusive Authorization	1934-1937	$3,000,000	Ag. 1,000,000 H.E. 1,000,000 T & I 1,000,000	Replaced George-Reed	Administration Sup. T.T. State and Local Salaries and travel of Teachers
George-Deen	Continuous Authorization	1937-1947	$14,200,000	Ag. 4,000,000 H.E. 4,000,000 T & I 4,000,000 D.E. 1,200,000 Guid ??? from all funds T.T. 1,000,000	Replaced George-Ellzey	Administration Sup. T.T. State and Local Salaries and travel of Teachers Salaries and travel of State Vocational Counselors
George-Barden	Continuous Authorization	1946-	$28,500,000	Ag. 10,000,000 H.E. 8,000,000 T & I 8,000,000 D.E. 2,500,000	Replaced George-Deen	Administration Sup. T.T. State and Local Salaries and travel of Teachers Equipment and supplies for instruction Salaries and Travel of Local Voc. Coun.
Vocational Ed. Act of 1963	Continuous Authorization	1963-	1965-118,500,000 1966-177,500,000 1967-225,000,000	According to State needs	Permanent Amended George Barden and Smith-Hughes and NDEA Acts	Voc. Ed. for less than college degree; teacher education, admin. ancillary construction of area Voc. Ed. schools

APPENDIX B

Memorandum to: State Directors of Vocational Education
Head State Supervisors
Head Teacher Trainers
AVA Board of Directors and Liaisons

From: Lowell A. Burkett, Executive Director
American Vocational Association, Inc.
1025 - 15th Street, N. W.
Washington, D. C. 20005

Subject: Legislative Report

FEDERAL APPROPRIATIONS FOR VOCATIONAL EDUCATION FOR FISCAL YEAR 1968

This is to advise you that the Senate approved the appropriations for Labor-Health, Education, and Welfare, including funds for vocational education on Wednesday, August 2. The amount approved in the Senate is the same as was approved by the House. A conference committee will be appointed to adjust differences in the House and Senate versions of H. R. 10196. Following is a summary of the Federal appropriations for fiscal 1968:

Smith-Hughes Act (Permanent Appropriations)	$ 7,161,455
George-Barden Act (Includes $5 million for practical nurse training, $375,000 for fishery trades and industries and distributive occupations and $15 million for area vocational education programs)	49,991,000
Vocational Education Act of 1963	
Sections 4 (a) and (b) (Grants to States)	199,309,000
Section 4 (c) (Research)	13,550,000
Section 13 (Work-study)	10,000,000
National Vocational Student Loan Act of 1965	3,600,000
TOTAL	$283,611,455
Manpower Development and Training Act	$385,487,000[1]

The main thrust of the Manpower Development and Training Program will be to reach the hard-core, unemployed, and disadvantaged group in both rural and urban pockets of poverty.

AMENDMENTS TO P. L. 88-210

Hearings are being held in the Senate on S. 1125 which contains the Title, "Exemplary and Innovative Programs or Projects in Vocational Education." The AVA will testify before the Education Subcommittee of the Senate Labor and Public Welfare Committee on August 14 on the total needs to further expand and improve vocational education, including the above-mentioned Title. It is anticipated that the Senate will separate amendments to the Vocational Education Act of 1963 from the amendments to the Elementary and Secondary Education Act when reporting out S. 1125.

No action has been taken in the House on the amendments to the Vocational Education Act of 1963. Currently, the General Education subcommittee of the House is involved in reporting out amendments to the Juvenile Delinquency Control Act and amendments to the Economic Opportunity Act. This has taken considerable time and has delayed amendments to P. L. 88-210.

We will keep you informed on this legislation as it is being considered in the Congress.

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[1] This amount is a reduction of $9,500,000 from the House allowance and $16,357,000 under the budget estimate for a decrease of $7,092,538 under the comparable appropriations for fiscal 1967.

APPENDIX C

AMERICAN VOCATIONAL ASSOCIATION, INC.

1025 - 15th Street, N. W.

Washington, D. C. 20005

To: State Directors of Vocational Education
Head State Supervisors
Head Teacher Trainers

From: Lowell A. Burkett, Executive Director

Subject: Legislative Developments

AMENDMENTS TO THE HIGHER EDUCATION ACT APPROVED BY CONGRESS

On June 29, President Johnson signed into law a bill (P.L. 90-35) to provide assistance for education and training of teachers and other personnel to work in the field of education. The major thrust of the provisions of P.L. 90-35 is to extend the controversial teacher-corps; however, the Act has some major implications for training of vocational education personnel. The following provisions of the Act are significant, I believe, to our field of vocational education.

I. Recruitment of Personnel - A sum of $2,500,000 is authorized to be appropriated for FY 1969 and $5 million for FY 1970, for the purpose of identifying youth in secondary schools who may be interested in education, and encouraging them to pursue a career in education; to publicize available opportunities for careers in the field of education; to encourage qualified persons to enter or re-enter the field of education; to encourage artists, craftsmen, artisans, scientists, and persons from other professions and vocations, and homemakers to undertake teaching or related assignments on a part time basis or for temporary periods.

These funds will be used for grants to, or contracts with, State or local educational agencies, institutions of higher education, or other public non-profit agencies, organization, or institution. The Commissioner may also enter into contracts with private agencies, institutions, or organizations if he determines, after consultation with the National Advisory Council on Education Professions Development, that such a contract will make an especially significant contribution toward attaining the objectives of recruiting personnel for the education profession.

II. Teacher Fellowship Program to Include Graduate Education for Pre-School and Adult and Vocational Education Personnel - P.L. 90-35 also amends the Higher Education Act of 1965 to include vocational education as eligible for graduate fellowships and graduate programs that meet requirements of the Act.

The Act provides that the Commissioner will pay to institutions of higher education an amount as he may determine to be appropriate, but not to exceed the equivalent of $2,500 per academic year to support graduate programs. In addition, the Commissioner shall pay to persons who are awarded fellowships a stipend (including subsistence for dependents) as he may determine to be consistent with prevailing practices under other comparable Federally supported programs of graduate education.

Graduate programs will be approved by the Commissioner upon application of the institution of higher education, if he determines that the program will substantially further the objective of improving the quality of education of persons who are intending to pursue careers in elementary and secondary education or in post-secondary vocational education; that the program will give emphasis to high-quality substantive courses; that the program is of high quality and either is in effect or readily attainable; and that only persons who show a serious intent to pursue or to continue a career in elementary and secondary or post-secondary vocational education will be accepted in the program.

Congress authorized appropriations of $195,000,000 for FY 1969 and $240,000,000 for FY 1970.

III. Training Programs for Personnel Serving in Programs of Education Other Than Higher Education - Congress authorizes in P. L. 90-35 a two-year program to prepare personnel to serve in programs of education, including vocational education programs. The training programs may be either short-term or regular session institutes, or other pre-service and in-service training designed to improve the qualifications or persons entering and re-entering the field of elementary and secondary or post-secondary vocational education. Funds may not be used for seminars, symposia, workshops, or conferences unless these are part of a continuing program of in-service or pre-service training.

Programs may include, among others, projects to train or retrain teachers or supervisors or trainers of teachers in any subject generally taught in the schools; projects to train teacher aides and other nonprofessional educational personnel; projects to prepare teachers to meet the special needs of the socially, culturally, and economically disadvantaged; programs or projects to provide in-service and other training and preparation for school administrators; projects to prepare artists, craftsmen, scientists, artisans, or persons from other professions or vocations, or homemakers to teach or otherwise assist in programs or projects of education on a long-term, short-term, or part-time basis.

The Commissioner of Education will make grants to, or contracts with, institutions of higher education and State educational agencies and with local agencies (after consultation with the State education agency and if such State agency is satisfied that the program or project will be coordinated with other programs under P.L. 90-35.) The Commissioner is authorized to pay stipends, including subsistence for trainees and their dependents, as he may determine to be consistent with prevailing practices under other comparable Federally supported programs.

Funds authorized to be appropriated for this part of the Higher Education Act of 1965 are $70 million for FY 1969 (a one-year delay in beginning the program) and $90 million for FY 1970.

IV. National Advisory Council on Education Professions Development - A National Advisory Council on Education Professions Development will be appointed by the President of the United States within the next 90 days. This Council shall consist of fifteen persons, with the Chairman to be designated by the President. Members shall include persons representative of the fields of education, the arts, the sciences, and the humanities, and of the general public. A majority of the members shall be engaged in teaching or in the education of teachers.

The Council will review the operation of P.L. 90-35, as well as all other Federal programs to train educational personnel. The Council will evaluate these programs in terms of their effectiveness in meeting needs for additional educational personnel, and in terms of achieving improved quality in training programs as evidenced by the competency of those persons who receive training and enter positions in the field of education. The Council shall advise the Secretary of HEW and the Commissioner of Education with respect to policy matters arising in the administration of P.L. 90-35. An annual report will be made by the Council to the President and to the Congress.

We urge that you get in touch with appropriate individuals and agencies at the State and local levels, and with officials of institutions of higher education, in order to take full advantage of these new programs.

AMENDMENTS TO P.L. 88-210

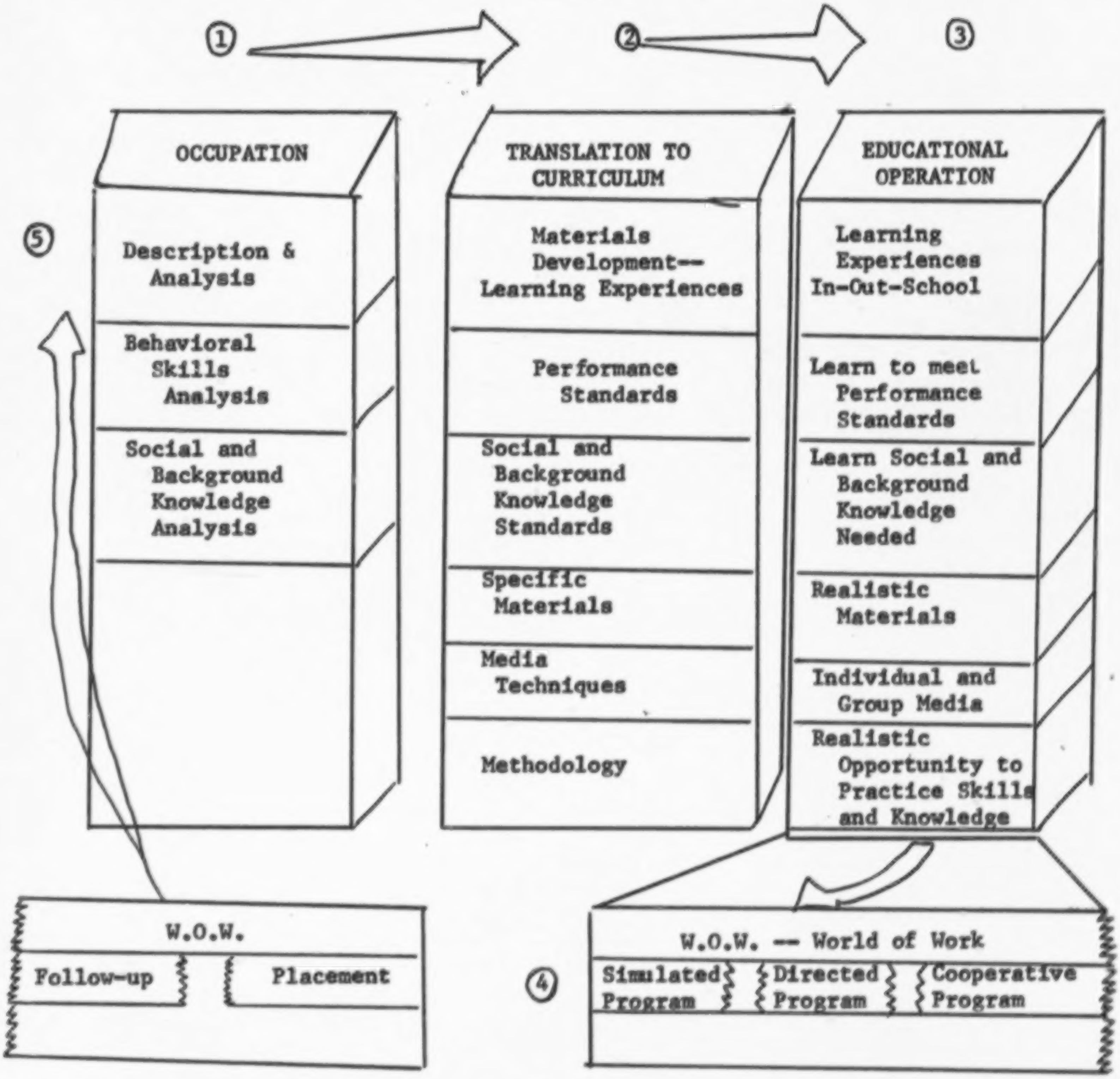
The General Subcommittee on Education expects to resume hearings on amendments to P.L. 88-210 shortly after Congress returns from its July recess. It is difficult to predict when a bill will be reported because of a backlog of bills that Congress must enact to prevent expiration of programs.

The favorable climate for vocational education legislation still exists in the Congress. We will keep you informed of further developments.

APPROPRIATIONS BILL NOW PENDING IN SENATE

The appropriations bill for the Departments of Labor - HEW is still pending before the Subcommittee on Appropriations in the Senate. We have made a vigorous effort to get the Senate to appropriate the full amounts authorized under P.L. 88-210 and have urged that a minimum of $25 million be appropriated for the vocational work-study program. The bill probably will be reported by the Senate Subcommittee on Appropriations within the next two or three weeks.

APPENDIX D

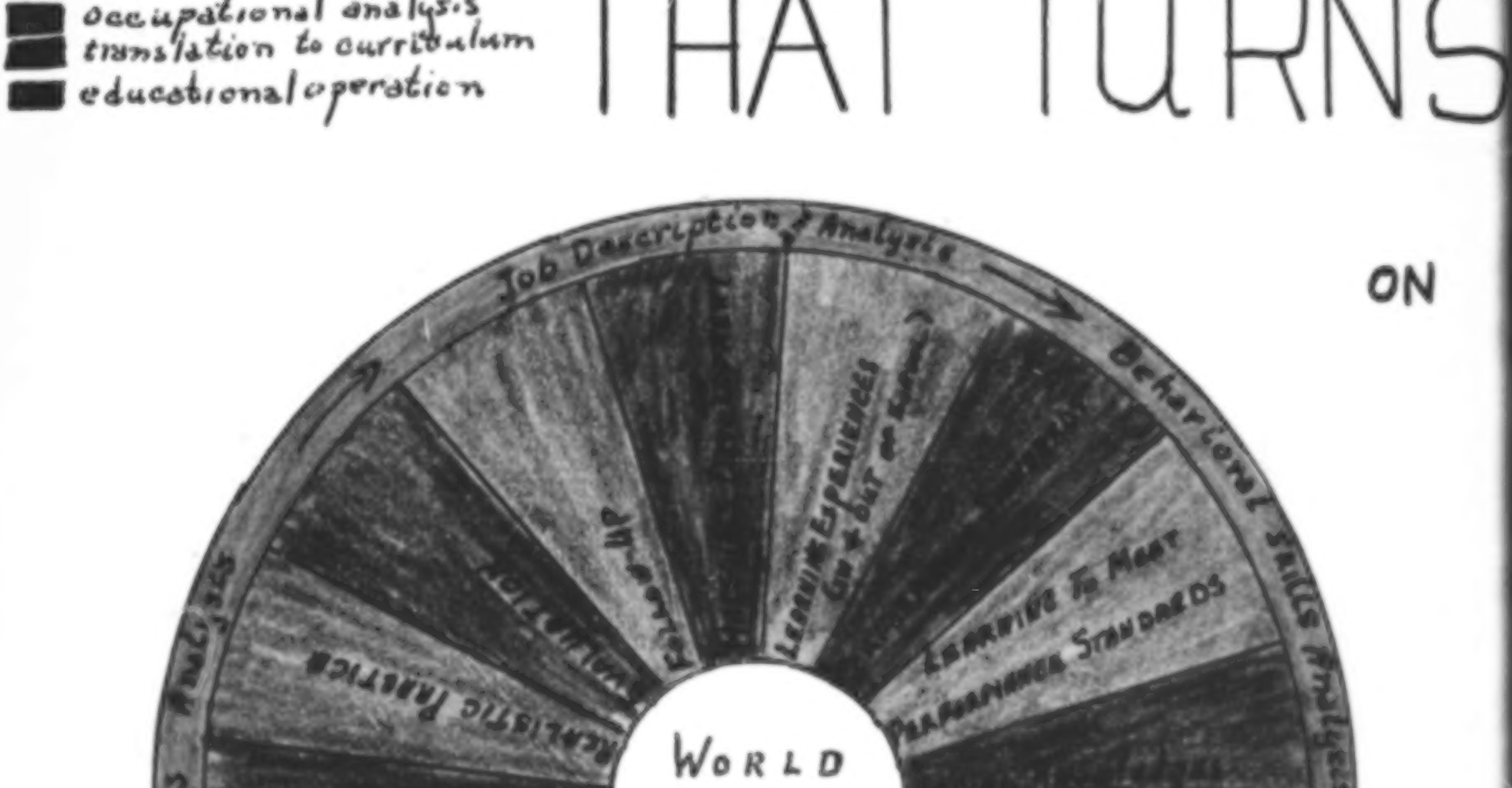

①
②
③
OCCUPATION
Description & Analysis
Behavioral Skills Analysis
Social and Background Knowledge Analysis
TRANSLATION TO CURRICULUM
Materials Development-- Learning Experiences
Performance Standards
Social and Background Knowledge Standards
Specific Materials
Media Techniques
Methodology
EDUCATIONAL OPERATION
Learning Experiences In-Out-School
Learn to meet Performance Standards
Learn Social and Background Knowledge Needed
Realistic Materials
Individual and Group Media
Realistic Opportunity to Practice Skills and Knowledge
⑤
W.O.W.
Follow-up
Placement
④
W.O.W. -- World of Work
Simulated Program
Directed Program
Cooperative Program

The educational cycle for office occupations starts from an analysis of the occupation and its description in behavioral terms translated into educational procedures, placed into operation in and out of school through planned learning experiences and realistic opportunities to use skills and knowledges, then placement in the world of work, and evaluated on the basis of success on the job.

Office Occupations Education Unit
3/18/66

APPENDIX E

THE WHEEL THAT TURNS ON THE ROAD TO WORK


■ occupational analysis
■ translation to curriculum
■ educational operation
Job Description & Analysis
Behavioral Skills Analysis
Social & Background Knowledge Analysis
Related Occupational Knowledges Analysis
WORLD of WORK
Learning Experiences (In & Out of School)
Learning To Meet Performance Standards
Learning Social Knowledges
Learn Background Knowledges
Realistic Materials
Realistic Practice
Evaluation
Follow-up

By William Moran

APPENDIX F

CAREER DEVELOPMENT*

W. Wesley Tennyson and Donald H. Blocher
University of Minnesota

That vocational decision and career planning rank high as a major concern of youth has been demonstrated in a great many studies. There is an urgent need for our schools to give more stress to occupational information and vocational counseling. It was in recognition of this need that several of the 1960 White House Conference groups recommended an increase in work orientation and work-school experience of students, as well as greater emphasis on individual counseling. Ultimately all members of the school staff, working in conjunction with the school counselor, must share the responsibility for helping youth develop vocationally. But the teacher of distributive education, because of the nature and goals of his program, holds a particularly vital stake in this endeavor. Thus, it is appropriate to ask, "What do we know about vocational decision, and what is the role of the distributive education teacher in helping youth who are going through the process of vocational development?"

New Developments

Recent theoretical and research emphases in occupational psychology affect guidance practice in at least two ways. In the first place, there is cause to question whether we have not erred in the past by placing such high importance upon the eventual choice of a specific occupation. Evidence from studies of occupational mobility challenge the long established notion that a young person chooses an occupation by the time he finishes high school and stays with it the rest of his life. As a matter of fact, the average man has three to four different occupations before he reaches the age of thirty-five, and there is indication that mobility tends to endure to some extent even into the older working life. Although the greatest number of occupational changes made by persons engaged in distribution are horizontal in nature, there is also considerable shifting to occupations which are either higher or lower in socioeconomic level. Data provided in one study show that of those starting their first permanent job as clerks or salespersons, 37 percent remain at this level, 31 percent rise to proprietary or professional levels, and 32 percent fall to the level of manual work. (1) Limited study of the career pattern of sales workers suggests that it is one of multiple-trial jobs, with career stabilization coming rather late. This means that the cooperative part-time program is preparing any number of students who will enter a working world in which they are almost certain to shift from occupation to occupation.

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*Blocher, Donald H and W. Wesley Tennyson, "Career Development" Education Forum, April 1962, Vol. 16 - pp. 7-10.

What about those individuals who select one occupation and remain with it? Can they expect a greater stabilization of work life? Not necessarily, for these persons face a very real possibility that the vocation chosen will change materially during their lifetime. One of the striking features of contemporary life is the explosive rate of technological change, with the work world affected by unforeseeable influencies. Through the cooperative part-time program the student must be helped to develop the flexibility needed to utilize such change in his behalf. At the same time he must be prepared in a manner such that he can avoid making shifts which are personally and socially undesirable.

A second modification of guidance practice is prompted by the recent and significant trend of viewing work and occupation as a focus for realization of personality. Our traditional guidance approach held a highly rational view of man in occupation, and vocational decisions were based largely upon factual considerations. Little recognition was given to the network of attitudes, feelings, needs, and value commitments which interact upon and affect vocational development. Today there is general acceptance among occupational psychologists that the way a person looks upon himself determines in part the way he looks at occupations. In occupational exploration the individual looks at jobs not merely as collections of functions, but in terms of ideas and feelings he holds about himself. When the cooperative part-time program can come to embrace these more dynamic characteristics of individuals and vocational life, it will make its greatest contribution to the development of vocational self-understanding.

Vocational Life Stages

Vocational development begins very early in life with the first awareness of the need to work. Every individual progresses through a series of life stages, each of which is characterized by certain tasks and behavioral demands which have an important bearing on one's later career. During the elementary school years, the Growth Stage, the child is engaged in developing a set of ideas, attitudes and feelings about himself in relation to others and to the environment. This self concept develops largely as a result of identification with important figures in the child's life. Basic needs and fantasies are important in the earlier years of this period and these gradually give way to considerations of interest and ability as the emerging self concept is tested against the world of reality.

During the high school period the Growth Stage merges into a second, or Exploratory Stage, career development. For the next 10 years or so the young person progresses through a period of self examination, role tryouts and occupational exploration. New experiences in school and work provide an opportunity for the student to try out new roles and relationships and to test his evolving self concept. There is a growing awareness during this period, and later as the young adult attempts to establish himself in the work world, that his choices are affected not alone by the necessity of making a living, but by the desire also of living a certain kind of life.

Developmental Tasks

Obviously, there are many different developmental tasks encountered during the growth and exploratory stages which have vocational relevance. Three of these tasks, however, are extremely important, and they are of such nature that their successful accomplishment by the student can be facilitated through proper guidance by the teacher.

The first of these tasks involves the setting of appropriate goals and values. As educators we all have been concerned about children whose goals seem too high to be within reach or too low to bring out the best that is within them. How do youngsters develop aspirations and goals? This is really a matter of developing a self-ideal. In childhood it is probably stimulated through identification with important others in the family and neighborhood. As the child matures this ideal self takes on less of the fantasy element and tends to reflect more the actual goals and values which he adopts for his own. As his horizons broaden, the adolescent begins to search for new, more realistic models with which to identify.

Identification with work models is vitally important to young people if they are to develop realistic self concepts. It is unfortunate that our society is not more hospitable to this important need of youth, for ours is a society which seems to withdraw its work models behind the doors of industrial complexity. We thus take away from youth the raw material upon which sound occupational decisions are based. Providing for this lack one of the more important values of vocational education. Contact with a work sponsor through the cooperative part-time program provides the young person with an opportunity to test the appropriateness of his earlier identifications.

A second crucial developmental task in this process of growing up vocationally is one of developing realistic stereotypes of people in various occupations. All of us, as well as most adolescents, have well defined stereotypes of what people in different occupations are like. Unfortunately, many of these impressions are obtained from second rate motion pictures, bad novels, or at best the highly limited and superficial contacts afforded by personal experience.

Bill, a high school senior, is a case in point. The appraisal data collected by the school over a period of years indicated that this boy had a pattern of abilities and interests suggestive of a possible career in the business retail field. As Bill reacted to this information in his discussions with the counselor, it became apparent that to him the accountant was a timid little man who sits on a high stool, wears a green eye shade and adds and re-adds numbers all day long. This was not the kind of person Bill saw in himself, or wanted to see. In talking with the counselor about this stereotype, and by obtaining additional information about accounting, Bill began to question his job image. Arrangements were made for him to interview a local C.P.A., and this served to change completely his conception of accountants. He is now giving this career possibility some serious consideration.

In their attempts to find a vocational role and life role commensurate with their self concepts, young people will consciously or unconsciously seek an occupation peopled with individuals like themselves or like the person they wish to become. If, however, their stereotypes are inaccurate or inadequate, they may look in wrong directions or overlook the oportunities which surround them. The distributive education teacher is in a position whereby he can provide, in both the classroom and on the job, information and experiences which will enable the student to form more adequate images of occupations in the business field.

The third developmental task which may be considered is that of identifying suitable social roles. As part of his occupation every worker assumes one or more social roles. He may be a leader or a follower, a supervisor or a subordinate, an initiator or a compromiser. Hopefully in their school lives most youngsters have opportunities to play these and other roles. Probably the richest source of these role tryout opportunities come through part-time work experiences. Too often, however, young people never have an opportunity to reflect on these role experiences and the satisfactions or frustrations which accompany them. Although some students are quite observant of their own role enactments, many others are relatively unconscious of self in certain roles. It cannot be taken for granted that high school students, or even young adults, have developed the capacity for observing self as a social object.

There is usually some provision made in the high school classes in distributive education for self-evaluation by the students of their part-time work experiences. At least part of this class time should be devoted to helping these young people make more valid observations of their own preferred roles as enacted in school and on the job. This is certainly a major aim of counseling, but the classroom teacher can provide much of the motivation for such self-evaluation. It is facilitated by discussing role expectations of the various distributive occupations and asking the students how they see themselves in relation to these expectations. From the adolescent's viewpoint, occupational role expectations are characterized by vagueness and indefiniteness. Continued analysis of these expectations can be an important learning for the student, but this investigation should not be limited solely to worker performance on the job. Role expectations may also be analyzed qualitatively in terms of attributes or characteristics possessed by the worker. A quotation from an occupational description found in Henry's study of 100 business executives illustrates the kind of information worthy of discussion:

> The successful executive represents a crystallization of the attitudes and values generally accepted by middle-class American society. The value of accumulation and achievement, of self-directedness and independent thought, and their rewards in prestige and property are found in this group. But they also pay the price of holding these values and of profiting from them. Uncertainty, constant activity, the continual fear of losing ground, the inability to be introspectively leisurely, the ever present fear of failure, and the artificial limitations put upon their emotionalized interpersonal relation — these are some of the costs of the role. (2)

Such qualitative role expectations can be drawn upon by the teacher for their stimulus value in facilitating students' exploration.

An attempt to find a role congruent with the self concept is illustrated in the case of Mary. This twelfth grade girl was a good student who had strong social service and scientific interests. In talking about her school and part-time work experiences, Mary brought out the fact that she deeply resented close supervision or criticism. While outwardly submissive, she reported that she would brood for days over the slightest criticism of her work by a teacher or employer. Mary had quit two part-time jobs as a waitress and as a retail clerk because she felt a lack of opportunity to pursue tasks on her own.

As Mary talked about these experiences and the feelings which accompanied them, she began to question the advisability of entering her preferred career choice of nursing and the close supervision which is involved. She decided to explore other social service fields and to consider alternatives which might offer more satisfying role opportunities — opportunities where she will be able to perform according to role expectations.

Implications of this Point of View

In essence, then, career planning is regarded as a process which is developmental in character. The exploratory vocational tasks which confront the adolescent are related to his future development as a person. His later occupational satisfaction will be determined in part by the assistance he has received in relating self to the world of work.

Several implications for the vocational educator may be drawn from the point of view stated here:

1. It would seem evident that any practical program of vocational education which seeks to affect seriously the training and placement of youth must be based upon a thorough examination of the conditions which are

likely to affect the whole working career. Managerial, clerical, and sales fields can be surveyed; the nature of the work, the patterning of careers, the way of life involved in each field can and should be better understood.

2. A goal of the distributive education program is vocational orientation, and such a program should provide a multitude of opportunities for observing, trying out, and discussing. The youthful part-time employee, because he is so youthful, is likely to get only a limited perspective of the occupation and of the enterprise in which he works. The credit department job the student gets may be that of assistant bookkeeper, making routine entries from sales records and credit reports and routing these forms on to the next clerk. He may never get a picture of what the credit department as a whole does for the company nor of the various high-level jobs in that department. (3) The salesperson's job in one retail firm may be quite routine, with a limited responsibility for display, pricing and marking, preparation of advertising, and the like, whereas the person holding this kind of position in another organization may do all of these things. Firsthand experience on the job should be supplemented by reading, interviewing, discussion with other workers and counseling by the teacher.

3. Although the work models with whom the student identifies should be selected for their high type values as exemplified in the Christian-Judea tradition, no effort should be made to isolate young people from the fact that there are models in business and industry whose ethics reflect a double standard. Students sooner or later do face the reality that ethical conflicts exist in working life, and for some this can have a disturbing effect upon their career development if they have not been prepared for it. It is better that our students learn about these realities early, while they yet have the benefit of guidance from the teacher.

4. Self-exploration and occupational exploration should become more closely related processes in the cooperative part-time program. The teacher will encourage vocational planfulness rather than emphasizing immediate decision-making. He will help the student to look at jobs not merely as collections of functions, but in terms of ideas and feelings the individual holds about himself. The occupational stimuli provided by the work experience will be used by the coordinator to help the student elicit and explore his needs, values, attitudes, aspirations, and work role and self perceptions.

School counselors and vocational educators hold a common interest in helping adolescents and young adults develop vocationally. Our common interest can only serve in the future to draw workers in the fields of distributive education and school counseling more closely together. The value of the cooperative part-time program as seen from the counselor's frame of reference goes beyond the mere fact that students are given opportunities for job tryouts. The more real value lies in the challenging possibilities inherent in this program for providing objective tests of reality.

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Reproduced at the University of Northern Iowa for the Office Occupations Institute, Summer 1967.

APPENDIX G

CYCLE WORKSHEET
INTRODUCTION

One of the major problems confronting Office Education coordinators today is to determine what is to be taught in individual instruction and how to implement the various methods and media of instruction. Many attempts have been made by individuals to increase the efficiency of this process.

The Cycle Worksheet for Individual Instruction was prepared by a committee of D. E. coordinators taking Individual Instruction Laboratory, Summer, 1967, University of Northern Iowa, Cedar Falls.

The purpose of this course was to find a "better way" to extract competencies and knowledges needed for specific jobs in office and distribution and preparation of individual instruction. A "better way" meant for us, a shorter form to save time for the coordinators. It is not an entire answer, but a step in that direction.

As the instruction explains, this form will assist you in gathering the job information quicker, help you in ascertaining the type of instruction desired, and choosing the method and media best suited for the individual training plan.

The Individual Training Positions Job Analysis is the initial step in the job analysis procedure. This form can be used face-to-face meeting with the training sponsor in determining the degree of competency or knowledge required by the particular position. Additional space is provided for the sponsor and the coordinator to use when necessary.

This degree of competency can be shown by using the figures 1, 2, 3, or 4 in the appropriate column. The figures represent what nine week period the competency is needed. The columns represent the degree that is needed for the particular training station. The coordinator must be aware that the ratings may shift as the year progresses.

After the Individual Training Position Job Analysis has been completed, the coordinator can then transfer this information to the Cycle Worksheet for Individual Instruction. The information will go into columns 1, 2, and 5 and will provide the basis for completing the worksheet.

Instructions for the Use of the Cycle Worksheet for Individual Instruction

The following instructions are presented to make the use of the attached worksheet functional. It is suggested that coordinators using this form for the first time note the example provided.

Column 1 -- COMPETENCIES AND KNOWLEDGES

Coordinator is to list competencies and knowledges needed for each job in a particular training station. A list is provided in the packet of materials. Others will necessarily be added by the coordinators.

Column 2 -- DEGREE NEEDED

Coordinator is to indicate by a 1-2-3 rating using the following scale:

DEGREE OF PROFICIENCY NEEDED:

1. MUCH
2. SOME
3. LITTLE

In some cases the coordinator will want to confer with the training sponsor to determine the degree of proficiency needed.

Column 3 -- PRESENT REPERTORY

This column represents a judgment on the part of the coordinator resulting from his knowledge of the student's present competencies. The coordinator is to assess the student's present ability in relation to the competency and/or knowledge listed. Mark a "+" if the student will need little or no further training. Mark an "O" if further training is necessary.

Column 4 -- ON-THE-JOB

Coordinator is to mark an "X" if the competency or knowledge will be learned on the job.

Column 5 -- WHEN NEEDED

Coordinator is to mark an "X" in the column indicating when needed on the job. This will assist the coordinator not only in making plans for individual instructions assignments but also developing the on-the-job training plan.

Column 6 -- METHODS AND MEDIA

This portion of the worksheet is to provide the coordinator with a summary of methods and/or media to be used in the instruction of each competency.

STEP 1: Determine if best taught in small group, large group, or individual instruction OR any combination of the three.

STEP 2: Mark an "X" in each column(s) coordinator feels necessary for each competency. (In some cases many columns may be marked.) NOTE: Blank columns are provided to add methods or media not listed.

Column 7 -- SPECIFIC MEDIA

Space is provided for the coordinator to write in specific individual instruction materials to be used.

CYCLE WORKSHEET

Student________________________

(INDIVIDUAL INSTRUCTION)

Office Education

Training Station ___________________________

University of Northern Iowa

1	2	3	4	5					6																										7
COMPETENCIES AND KNOWLEDGES	DEGREE NEEDED	Present Repetory	On-the-Jobs	TIME TO BE TAUGHT					METHODS AND MEDIA																										SPECIFIC MEDIA
									Large Group						Small Gr.				Individual Instruction																
				Before	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks	Text	Lecture	Discussion	Demonstration	Resource Person		Survey	Committee	Buzz Groups		Films	Film Strips	Recordings	Field Interview	Field Observation	Job Analysis	Job Study Guide	Workbook		Individual Projects	Commercial Materials	Written Reports	Study Manuals	Trade Journals	Programmed Text		

APPENDIX H

EFFECTIVE LISTENING

Throughout history, listening has often been the sole medium of learning. The written word is slow compared with the spoken word, a factor that makes listening more and more important in this age of speed. If we weigh our educational system in terms of communication instruction, however, we find that almost all of the formal attention is given to teaching reading and writing, sometimes to speaking, and almost none to teaching listening. Research shows that on the average, we listen at approximately 25 percent level of efficiency. Listening is a skill--it can be improved through training and practice just as can writing, reading, and speaking.

It is only within the last 20 years that much thought has been given to the importance of listening as a communicative process. It was long assumed that listening involved a skill that was universally and automatically possessed by all and could, therefore, be taken for granted. In a day of aural mass communication, there is an urgent need, especially in a democracy, for accurate, retentive, thoughtful, critical listening. Listening can, and certainly should, be taught at all levels of the education process.

We're bad listeners. People in general do not know how to listen. They listen very inefficiently. They do not correctly understand much of what they listen to. The burden of making people listen has always been thrown entirely upon the speaker. The recognition of poor listening doesn't confine itself to the field of formal speech, however. Poor listening is a failing that most people recognize and admit in themselves. Think about yourself for a moment. Have you ever sat in church and heard the sermon, but never really listened to what was being said? Or have you attended teachers' meetings or workshops and never heard what was talked about? The last time you were introduced to someone, how long did you remember his or her name? People forget what they listen to at a shockingly rapid rate. Immediately after the average person has listened to someone talk, he remembers only about one-half of what he heard--no matter how carefully he thought he had listened. Two months or even two weeks later, the average listener will remember only about 25 percent.

A survey by Dr. Paul T. Rankin in Detroit in 1929 indicated that we use almost three times as much time listening as reading, but little attention was given to training people to listen. Listening has long been the missing "L" in learning. Most of an adult's information is gained through listening. There is plenty of evidence to indicate that people are more influenced by what they hear than by what they read. Our jury system is based on listening; reporters base news stories on what they hear, not what they read.

Listening is an art. To be well performed, it requires more than just letting sound waves enter passively into the ear. It is an alive process demanding alert and active participation. It requires knowledge and effort. It is a mental skill which is developed primarily through training and practice. The good listener "listens between the lines." He is aware of the total facts at hand, both in their verbal connotations and nonverbal implications.

The practice of an art requires discipline. It is imperative that we be in the mood to want to listen and at the same time consider some of its more challenging aspects. It would be well were we to devote a period of each day to serious listening in contrast to the vast amount of superficial listening we indulge in.

Concentration is a prerequisite of good listening. Most of us have difficulty in concentrating. We take a peculiar pride in doing a number of things at the same time. Lack of concentration is also prevalent because of our fear of being alone with ourselves. In order to concentrate fully when listening, we should be patient with ourselves. Modern man feels compelled to listen only to those facts he digests quickly and is able to keep at his fingertips with as little effort or concentration as possible. We must remove distractions in the path of our listening. By concentrating intensely we can keep our ears open to all aural stimuli, be curious and alert, and can listen without too much confusion, apprehension, or mental interference. It is essential that we give our full attention to the situation at hand. This will mean less indulgence to trivial talk and more time for the serious exchange of ideas, feelings, and opinions.

Good listening demands active participation. It involves keeping one's mind in a state of relaxed alertness, open and flexible to all relevant changes in a given situation. The effectual listener is constantly on the alert to find something interesting in what is being said and attempts to keep the discussion moving and alive by asking productive questions or by adding something constructive. The ineffectual listener is on the defensive, planning rebuttals or questions designed to embarrass or belittle the speaker or using his attack to further only his own selfish motives. The productive listener develops his listening skill to the degree that he can direct his full attention to the basic idea.

Another factor contributing to the effectiveness of listening is that of comprehension, the understanding and grasp of the true idea or meaning of what is heard. Comprehension in any given situation is to be found not in the words that are spoken, but in the meaning given by both the sender and the receiver. Comprehension in listening is difficult because we think faster than we talk. Americans speak at the rate of about 125 words a minute. We think four times that fast. A good listener is selective and uses his spare time by asking himself what is being said, in what context is it being said, and how accurate the speaker's facts are. To comprehend fully it is essential that one sharpen his listening skill to the point where he is interested in what he is listening to and, at the same time, avoids being easily distracted.

As human beings we may desire to hear only what we want to hear and to discard anything else we do not want to hear. To acquire the capacity for objectivity when listening, we must "hear the other person out" without imposing our preconceived notions or opinions. To listen and to think actively one must have an alert mind and plenty of native curiosity sustained by many interests. He must listen more and better in order to more effectively comprehend and understand the world around him.

Today little emphasis is placed on the art or skill of listening. Most of us do not know nor do we wish to learn how to listen. We go to lectures to hear what is talked about, yet we are not necessarily good listeners. Should the subject matter become a bit involved or require some extra thought on our part as listeners, our hearing becomes suddenly hazy and confusing, and the listening process is interfered.

The ear has long been the "neglected child" in our systems of communication; yet listening is most important in the everyday communication of information. In business should people fail to hear and understand each other, the results are costly. Because of inefficient listening, millions of dollars are lost in industry each year.

The period spent in school which every child undergoes can be of utmost significance in the development of the ability to listen. In our present educational setup, we do our best to emphasize visual aids, yet discourage the use of ears. The blackboard, the use of mimeographed instructions, and the constant verbal repetition of information and directions encourage the child not to listen attentively unless absolutely necessary.

Even though we group according to reading ability, and in the high schools we see grouping in English and science classes, our schools seldom group students on the basis of listening ability; yet nearly half of the student's day is spent in listening. Most teachers act as if all children can profit equally from listening. Most teachers make no adjustment in the kind and amount of oral instructions according to individual differences. Our schools do not generally help our young people to develop listening skills. To design a good listening curriculum is hard work. It requires consideration of each student and a balance of repetitive and creative activities. Thus far our schools have avoided the work and have substituted for it formulas like "listen carefully." An appropriate listening curriculum would help children learn to listen to what is being said.

One approach to the teaching of listening is through the listening laboratory. Because of the noises and distractions around them today, many students have never had the experience of listening to an oral presentation in a reasonably favorable environment. If listening experiences of graduated difficulty were provided each learner, bad habits could be avoided and the acquirement of good listening habits much simplified. Items that are essential in a listening laboratory if it is to be successful are an acoustically treated room which is always accessible for any student; a library of recorded instructional materials from the simplest to very difficult; play-back apparatus; objective tests to accompany each recorded item of instructional material; and a filing of materials according to difficulty of both record presentations and their accompanying tests that students can find easily.

In the latest NBEA YEARBOOK, Harry Gibson asks the question: Are we missing the opportunity to teach in the office practice class a valuable skill needed by all office workers--listening? Summarizing this article and the answers to that question, listening is a skill that can be taught. Indirect or direct instruction in listening development can add significantly to the student's listening ability. Students will find oral instructions are given in offices much more than written ones. Because listening is important in performing efficiently in the office, it should be included in the student's education for business. Although listening may be taught in typewriting in conjunction with composition, office practice may be the best place. We attempt to bridge the gap between marketable skills and their application in the office. We can place more emphasis on developing the skill than in other subjects. We need to teach the taking of notes. The student should be trained to organize oral directions, etc., so that he can jot them down in understandable, legible longhand notes. Verbatim notes in business are usually unnecessary.

What are some other things we can do? Read instructions of problems or tests to the class--don't repeat! Read short paragraphs to students and ask them to write a summary. Have them take notes on speeches. Give a series of oral directions but do not allow note-taking. There are countless other ways we can teach listening. On the last three pages of your passout, you will find 31 items that might be applied in office occupations. How would you use them?

Today, we have with us through a recording, one of the country's leading authorities on listening. Dr. Ralph G. Nichols of the University of Minnesota has been largely responsible for the growth of interest in listening during the last two decades. His writing on this subject has been extensive. He has lectured widely and has served as a consultant to colleges as well as to industrial firms.

Presentation made by Mrs. Jean Griffiths, Graduate Student, at the Office Occupations Institute, 1967.

NATIONAL INSTITUTE IN OFFICE OCCUPATIONS

UNIVERSITY OF NORTHERN IOWA
Cedar Falls
50613

LISTENING

CAN YOU ANSWER "NO" TO ALL OF THE FOLLOWING?

1. As people talk to you, do you find it difficult to keep your mind on the subject at hand, to keep from taking mental excursions away from the line of thought that is being conveyed?

2. Do you listen primarily for facts, rather than ideas, when someone is talking?

3. Do certain words, phrases or ideas so prejudice you against a speaker that you cannot listen objectively to what is being said?

4. When you are puzzled or annoyed by what someone says, do you try to get the question straightened out immediately, either in your own mind or by interrupting the talker?

5. If you feel it would take too much time and effort to understand something, do you go out of your way to avoid hearing about it?

6. Do you deliberately turn your thoughts to other subjects when you believe a speaker will have nothing particularly interesting to say?

7. Can you tell by a person's appearance and delivery that he won't have anything worthwhile to say?

8. When somebody is talking to you, do you try to make him think you are paying attention when you are not?

9. When you are listening to someone, are you easily distracted by outside sights and sounds?

10. If you really want to remember what someone is saying, do you try to write down most of his discourse?

SIX BAD HABITS

1. Faking attention.

2. "I-get-the-facts" listening (memorizing every single fact).

3. Avoiding difficult listening.

4. Premature dismissal of a subject as uninteresting.

5. Criticizing delivery and personal appearance.

6. Yielding easily to distractions.

FALSE ASSUMPTIONS WHICH HAVE BLOCKED THE TEACHING OF LISTENING

1. We have assumed that listening ability depends largely on intelligence-- the "bright" people listen well, and "dull" ones listen poorly.

2. We have assumed that listening ability is closely related to hearing acuity; if a person's ears function correctly, he should be a good listener; and if he is a poor listener, he may have something wrong with his ears.

3. We have assumed that because everyone gets so much practice in everyday situations of listening, training in this skill is unnecessary.

4. We have assumed that learning to read will automatically teach us to listen; but research shows that reading and listening skills do not improve at the same rate when only reading is taught.

Taken from: Nichols, Ralph G., and Leonard A. Stevens, ARE YOU LISTENING? New York: McGraw-Hill Book Company, 1957.

CHECKLIST FOR THE TEACHER

1. Do you spend more than 55 percent of your activity time talking to your class?
2. Is listening in the classroom confined to listening BY the student TO the teacher?
3. Is what you expect the student to listen to worth hearing, when you consider their needs and interests?
4. Have you established the practice of giving directions only once, plainly, clearly, and impressively?
5. Are your questions sufficiently thought-provoking that the question time is considerably less than the answer time?
6. Is the purpose of each listening activity understood by all students?
7. Do you teach good listening habits in all classroom activities?

CHECKLIST FOR THE CLASS

1. Are you ready to listen?
2. Are you courteous?
3. Are you attentive?
4. Are you an appreciative listener?

Taken from "Listen, Teacher!" by Ruth E. Hill, THE INSTRUCTOR, September, 1965.

THE TEACHER IN IMPROVEMENT OF LISTENING

1. The teacher must be aware of the need for teaching and learning listening.
2. Watch carefully for signs from the students that you are a bore.
3. Often teachers, in their "zeal" to teach, do not spend enough time listening.
4. Students listen in direct proportion to the teacher's effort and success in this direction.
5. Avoid the "brush-off." Courtesy in listening to students' remarks and the momentary interests will influence them to listen. Do not attempt to write or do something else while students are talking.
6. Use a low-speaking voice--students will usually respond negatively to a teacher's bad mood.

METHODS AND IDEAS FOR IMPROVING LISTENING

1. Explain to students that instructions for procedure, assignments, etc., will be given only once.
2. Call on a student AFTER not BEFORE a question has been stated.
3. Do not repeat what the student has said.
4. The teacher should not expect students to listen if he is behind them--they must see as well as hear.

Taken from "Improving Listening Skills" by Eldon E. Edwall, ARIZONA TEACHER, November, 1965.

SUGGESTIONS TO AID TEACHERS

1. Choose appropriate opportunities for listening in terms of students' interests and needs and commensurate with their ability to understand.

2. Provide an atmosphere conducive to listening; seat students close to speakers.

3. Discuss with students the factors that make a good listener; encourage them to set up themselves appropriate standards for listening.

4. Help students learn WHEN to listen, WHAT to listen to, and HOW to listen.

5. Utilize everyday class activities to develop more alert listening.

6. Provide students with the necessary background or readiness for each listening activity.

7. Place emphasis on WHAT is SAID rather than upon errors in usage.

8. Encourage students to demand meaning in what they hear; urge them to ask for explanations when they do not understand.

9. Check possible misinterpretation through questioning.

10. Place emphasis on precision of vocabulary; help students distinguish between homonyms; explain new terms immediately.

11. When practical, see that action or interpretation follows listening.

12. Provide, when appropriate, for interaction of the speaker and group during the listening period.

13. Help students evaluate what they hear; guide them to search for essential ideas.

14. Check cases of inattention for defective hearing; compensate by advantageous seating.

15. As a teacher, exemplify good listening habits yourself.

16. Be consistent in the formation of listening habits.

17. Have a means of checking to see whether students have listened.

Taken from: "Studies in Listening--A Postscript," LISTENING: READINGS, compiled by Sam Duker, Scarecrow Press, Inc., New York, 1966, pp. 407-408.

44 THINGS TO DO

In their book, ARE YOU LISTENING, Nichols and Stevens suggested 44 things to do to improve listening in classrooms. The following are taken from that list. Can you apply them to Office Education classes?

1. As a teacher, inventory your own listening and talking.

2. Try to present orally many of the regular tests in all subjects.

3. When there are messages to be carried by students from classroom to classroom or home, try putting the communication on an oral basis.

4. Read the description of a physical scene (an office???) to the class and have students draw pictures from what they heard (make a model office??).

5. Read aloud a poem (could we change that to criticisms of beginning office workers???) which is likely to evoke emotion, and have students discuss their feelings.

6. Play a listening game by giving increasingly difficult instructions to one student and then another.

7. Make a policy of not repeating instructions.

8. Encourage the students to develop a set of standards for good listening; print and post them in the classroom. (Bulletin board???)

9. When students are absent from class, give those present the assignment of summarizing and passing on orally the instructions missed by the absentees.

10. Select a few paragraphs of narrative materials and read aloud. Have members of the class act out what they heard (through role playing??).

11. When a guest speaker is coming to the school, have a discussion about what the person might talk about before he comes and what he did talk about after the speech.

12. Occasionally play "20 Questions" (on office procedures, filing, etc.???).

13. Develop a class discussion on listening manners.

14. Give a brief description of what nonverbal communication means, and have students speak two or three words, giving them different meanings by using nonverbal communication.

15. Give a brief, argumentative talk on a subject that is of concern to the student including ideas that have little to do with the subject. Have students separate the essential and nonessential ideas.

16. Ask the students, in pairs, to interview each other on hobbies or special interests, and discuss the advantages and disadvantages of interviewing.

17. Have the students give short talks--under difficult circumstances by having the rest of the class act disinterested. Discuss the speaker's feelings.

18. Select written material that contains words unfamiliar to the students, and list the words on the blackboard. Have students seek meanings from the context.

19. Explain notetaking, read a short speech, collect notes, and prepare an oral critique of them to be presented to the class.

20. Have students make a list of what they like very much to hear and what they dislike hearing--develop a discussion around the list.

21. Conduct a class discussion on a subject of current interest, make a tape recording, play it back and discuss the oral composition of what was said.

22. Ask students to write down all the words they can that affect them emotionally, compare the word lists, and discuss them.

23. Compare two tape-recorded newscasts. See if students can separate fact from opinion.

24. Explain propaganda techniques to the class and have students identify them in advertisements.

25. Include listening criticism as well as criticism of speeches given.

26. Have students "listen between the lines" on several recordings.

27. Using a premise that students might strongly favor, deliberately leave out evidence that does not support it in a five-minute speech. Ask the class to criticize it OBJECTIVELY.

28. Read part of a speech to the class; then have them write a brief statement or summary of what they heard and a statement of what they were anticipating in the speech. Finish the speech and check the work of the students together.

29. When formal speeches are assigned, have a classmate (by random choice) give a two-minute critique of the speech. Grade all critiques.

30. After considerable practice with the above procedure, use the same routine except that the student critic must criticize the next-to-the-last talk.

31. As still greater skill in listening is achieved, repeat the above routine, but with each critic required to criticize a talk after there have been two intervening speeches.

Can you add more activities to this list for EFFECTIVE LISTENING in your classroom?

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APPENDIX I

CRITICAL INCIDENT TECHNIQUE*

The critical incident technique consists of a set of procedures for collecting direct observations of human behavior in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles.

By an incident is meant any observable human activity that is sufficiently complete in itself to permit inferences and predictions to be made about the person performing the act. To be critical, an incident must occur in a situation where the purpose of intent of the act seems fairly clear to the observer, and where its consequences are sufficiently definite to leave little doubt concerning its effect.

Certainly in its broad outlines and basic approach, the critical incident technique has very little which is new about it. . . . perhaps what is most conspicuously needed to supplement these activities is a set of procedures for analyzing and synthesizing such observations under more carefully controlled conditions.

In order that the final list of job requirements be valid, it must necessarily be based on data representing not the opinions or beliefs of the members of the group, but their actual experiences in the form of reports of behavior which led directly to the success or failure of the individual on important parts of the job. It is important that those behaviors be identified by those who describe them as especially effective or ineffective according to their own standards, not those of any outside person or group; also they should not be derived from stereotyped concepts traditionally listed whenever definitions of successful researchers are requested. For these reasons the Critical Incident Technique requires that reports of critical incidents be confined to descriptions of what actually occurred, leaving out inference or interpretation.

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* Flanagan, John C., Critical Requirements for Research Workers, American Institute for Research, March, 1949, and "The Critical Incident Technique", Psychological Bulletin, Vol. 51, July, 1954.

Instructions for Observer Respondents*

The purpose of this report is to gather information that will be helpful in preparing workers for sales and marketing occupations. Through the collection and study of a large number of observations (critical incidents) we can identify certain behaviors.

Daily, routine tasks that are performed by the employee are not especially meaningful for this study. It is the exceptionally competent actions or the especially ineffective practices of a worker we desire to uncover.

The description of an incident should be accurate and describe some special behavior in a single, specific situation. It should be something you have personally observed.

This information will be confidential in nature. You are asked only to provide specific information on the incident. Neither your name or the name of the person observed appear anywhere on the report.

---

* University of Minnesota, Distributive Education Department, Minneapolis, Minnesota

APPENDIX J

THE NARRATIVE REPORT

The mere analysis of a group of jobs in a single study does not complete the work of the analyst. To introduce the job analysis schedules into the common fund of occupational knowledge and to facilitate their use as basic sources of occupational information, the circumstances under which the jobs existed at the time of study must be described in a report. This report is the narrative report which serves to orient the reader of schedule material before he begins a study of the schedules themselves. The narrative report also offers opportunity to present occupational information which, because of its nature, cannot be presented on the basis of individual job schedules.

CHARACTERISTICS OF A GOOD NARRATIVE REPORT

In general, the characteristics of a good narrative report are the same as those of any good report. These may be stated:

1. The purpose of a technical report is to convey a set of facts to the reader. The report is successful only to the extent that it accomplishes that end.

2. The report must possess clarity and accuracy.

3. A prerequisite of a good report is that the writer of the report has a clear understanding of the material he presents. The report should be thought out thoroughly in advance of writing.

4. The material should be complete and selected carefully with its purpose in mind.

A standard formula for the writing of reports is neither possible nor desirable. The objective here is to present a guide to effective report writing which will not be too restrictive yet which will improve the quality and bring a degree of uniformity to reports.

Orville Allen, American Republic Insurance Company, Des Moines, Iowa.

Student Name______________________ Organization________________

Date____________________

JOB DESCRIPTION

JOB IDENTIFICATION

ACCEPTED
JOB TITLE______________________ LOCATION________________

Old Title______________________ No. Employed M______F______

Other
Titles Used______________________ SALARY RANGE: MINIMUM__________

MAXIMUM__________

CODE NO.*______________________ AVE. BONUS OR INCENTIVE PAYMENT___

Job Definition: (Per Dictionary of Occupational Titles)*

WORKING HOURS
Day Time: From_____To_____

Overtime: Never_____
Seldom_____
Frequent_____

Ave. Length of
Overtime_________hrs.

EDUCATIONAL REQUIREMENTS

General Education:	Elementary School________	High School________	Business School____	College ______

Specific Education for Job______________________________________

JOB EXPERIENCES

Previous Experience Required: None___Acceptable Type and Length__________

____

Average Length of Time with Organization______________________________

Previous Jobs Held____

____

Next Job in Line of Promotion____________________________________

J.A.-5

Organization

Job Title

RELATION TO OTHER JOBS

CONTACTS REGULARLY AS PART OF THE JOB (Indicate position)

Within the Company	Outside the Company

SUPERVISES:	Position of Individual	Subject of Supervision

SUPERVISED BY:	Position of Individual	Subject of Supervision
Immediate Supervisor		
Others		

J.A.-5
(2)

Organization____________________

Job Title____________________

REGULAR DUTIES

Before Open for Business

During Business Hours

After Business Hours

J.A.-5
(3)

Organization____________________

Job Title______________________

PERIODIC AND OCCASIONAL DUTIES

PERIODIC DUTIES (Weekly or Monthly)

Performed on Regular Time	Performed after Hours

OCCASIONAL DUTIES

Performed on Regular Time	Performed after Hours

J.A.-5
(4)

Organization____________________

Job Title______________________

JOB KNOWLEDGE

POLICIES AND REGULATIONS

General | Special and Departmental

PROCEDURES AND METHODS

General | Special and Departmental

MERCHANDISE AND SERVICE

Technical Information | Related Information

USE OF EQUIPMENT

Types of Equipment | Special Operations

J.A.-5
(5)

Organization___________________________

Job Title_____________________________

RESPONSIBILITY

FOR DIRECTION AND GROUP LEADERSHIP:
None___Occasional___Frequent___Continual___

Nature of Responsibility:

FOR OFFICE OR STORE OPERATION (Expense Control)
None___Occasional___Frequent___Continual___

Nature of Responsibility:

FOR CARE OF EQUIPMENT: . . . None___Occasional___Frequent___Continual___

Nature of Responsibility:

FOR SAFETY AND HEALTH OF OTHERS:
None___Occasional___Frequent___Continual___

Nature of Responsibility:

FOR CONTACT WITH PUBLIC: . . None___Occasional___Frequent___Continual___

Nature of Responsibility:

J.A-5
(6)

Organization____________________

Job Title____________________

DEMANDS OF THE JOB

PHYSICAL ACTIVITIES

____Standing
____Walking
____Balancing
____Climbing
____Turning

____Running
____Stooping
____Sitting
____Reaching
____Throwing

____Lifting
____Carrying
____Pushing
____Pulling
____Fingering
____Feeling
____Smelling
____Tasting
____Hearing
____Seeing

WORKER CHARACTERISTICS

____Remembering details
____Remembering names and faces
____Making decisions
____Planning
____Concentration amid distractions
____Attending to many items
____Working rapidly
____Working accurately
____Working at various tempos
____Examining and observing details
____Discriminating colors
____Using arithmetic
____Writing
____Talking
____Getting along with people
____Controlling emotions
____Being well groomed
____Showing initiative
____Showing enthusiasm
____Directing others

WORKING CONDITIONS

___Inside
___Outside
___Hot
___Cold
___Change of temperature

___Humid
___Dry
___Wet

___Dusty
___Dirty
___Odors
___Noisy
___Inadequate light
___Inadequate ventilation
___High Places
___Hazards
___Working alone
___Working with others
___Working around others
___Working under pressure

Code: 0 - Practically never; 1 - Occasionally; 2 - Frequently; 3- Constantly.

DETAILS OF ACTIVITIES AND RESPONSIBILITIES (Summary based on job duties, responsibilities, physical activities, and worker characteristics.)

DETAILS OF WORKING CONDITIONS (Summary based on working conditions.)

DETAILS OF HAZARDS

PERMISSIBLE HANDICAPS: Limb_____Hearing_____Sight______

Code: 0 - None; 1 - Slight; 2 - Serious; 3 - Total.

J.A.-5
(7)

APPENDIX K

SINGLE CONCEPT TAPE

This single concept tape was prepared by: Kathryn Baker
Jean Kendall
Nancy Winter

One of the biggest problems of a young worker in an office situation for the first time is that of placing long distance telephone calls. Today, such new innovations as direct-distance dialing, credit cards, etc. require that the young office worker be acquainted with a number of the ways in which a long-distance telephone call may be placed.

This tape will demonstrate the proper method for placing station-to-station, person-to-person, collect, and credit card long-distance telephone calls.

Let's listen now to some telephone conversations. Miss Hill is secretary to Mr. Paul Johnson at the Amco Company in Iowa City. In this tape, Miss Hill will be placing long-distance calls concerning Mr. Johnson's forthcoming trip to Chicago.

The first call will demonstrate the proper technique for placing a long distance station-to-station call. Miss Hill is placing the call to Chicago to make hotel reservations at the Palmer House for her employer, Mr. Johnson. Since it is not necessary in this situation that she talk to any particular person, a station-to-station call will be more economical. It will be necessary for Miss Hill to have the correct telephone number for the hotel. If she does not know the number, she may secure it from the Universal Information Operator for the Chicago Area by dialing "1" then 312 (the Chicago Area Code) followed by 555-1212. After securing the correct telephone number, she should do the following three steps to place the call:

Step 1: Dial "9" to get an outside line because this is a large company with a switchboard. In smaller companies, she would not need to dial "9".
Step 2: Dial the area code since Chicago is outside of the area from which the call is originating. The area code for Chicago is 312.
Step 3: Dial the seven-digit number for the Palmer House Hotel, which is 552-7731.

Now listen as Miss Hill dials: (actual dial in background)

Step 1: Dial "9"
Step 2: Area Code 312
Step 3: Seven-digit number for Palmer House 552-7731

(Phone will ring at Palmer House)

Receptionist: Good afternoon, Palmer House. May I help you?

Miss Hill: May I speak to the reservation clerk, please?

Receptionist: One moment, please. I'll connect you.

If you should happen to dial a wrong number, call the operator immediately and tell her what happened. She will make sure you aren't charged for the call.

Person-to-person calls are made when it is necessary to talk to a particular person, department, or extension. For Mr. Johnson's trip, Miss Hill is placing a person-to-person call to Mr. Jones's private secretary, Miss Martin, to confirm a conference during Mr. Johnson's stay in Chicago.

Miss Hill first dials "9" and listens for the dial tone. After hearing the dial tone, she dials "0" for Operator. Let's pick up the conversation with the operator answering."

Operator:	Operator
Miss Hill:	I'd like to place a person-to-person call to Chicago, Illinois. I wish to speak with Mr. Samuel Jones of the IBM Sales Department. The number is Area Code 312 (pause) 428-4600. My number is Area Code 319 (pause) 338-1543.
Operator:	Thank you.

(Operator makes connection and telephone rings in Mr. Jones's office)

Miss Martin:	IBM Sales Department, Mr. Jones's office.
Operator:	Mr. Jones, please. Long distance is calling.
Miss Martin:	One moment, please.

In placing a person-to-person call when you do not know the number of the person you are calling, dial Operator giving the name of the city, person, or company you are calling, and tell the operator you do not have the person's number. She will secure it for you.

The next long distance call is to be placed collect to the home office of the Amco Company in Chicago. Mr. Johnson has been asked to call his regional manager. Miss Hill will handle the call in the following manner after dialing the operator;

Operator:	Operator
Miss Hill:	I'd like to place a person-to-person collect call to Mr. Thomas Brown of the Amco Company in Chicago. (pause) The number is Area Code 312 (pause) 655-6031.

Operator: Thank you. (pause) Your name, please?

Miss Hill: Mr. Paul Johnson is calling.

Operator: Thank you.

Secretary at Amco: Amco, Mr. Brown's office.

Operator: I have a collect call for Mr. Thomas Brown from Mr. Paul Johnson. Will you accept the charges?

Secretary: Yes, one moment, please. I'll get Mr. Brown.

Remember, collect calls may be either station-to-station or person-to-person.

The last long-distance call Miss Hill places will involve the use of a credit card. Since Mr. Johnson is placing a call to a personal friend and wishes the charges billed to him personally, it is convenient to handle it at the office by using his credit card. Miss Hill has dialed "9" and then "0" for the operator.

Operator: Operator

Miss Hill: I'd like to make a station-to-station credit card call. The card number is 16-567-2150. I'm calling Area Code 312 (pause) 455-9638.

Operator: Thank you. One moment, please. (long pause) That line is busy. I will try again in a few minutes. Your number, please?

Miss Hill: I'll place the call again, operator. Thank you.

Operator: You're welcome.

If you should forget these directions for a credit card call, remember that instructions for placing this type of call are printed on the credit card itself.

In long-distance calling, as in all telephoning, courtesy is of the utmost importance. Always speak distinctly and clearly into the mouth piece using a normal conversational tone. Also, try to avoid delay in handling long-distance calls by having all necessary information before placing the call.

APPENDIX L

INDIVIDUAL INSTRUCTION TECHNIQUES

1. Job Analysis--This is a breakdown of the duties, operations, and responsibilities of the job. It is important to obtain a job analysis to determine the content to be set up in the student's training plan. Everything about the job should be included in the job analysis--forms and materials used, equipment and machines used, frequency of operations, methods used, degree of concentration necessary, source of work received, and necessary analytical ability. The job analysis should be constructed by the employer with the cooperation of the coordinator.

2. Programmed Instruction--The teacher should set up terminal objectives and then work backward in writing a linear type of programmed unit (this is the easiest type to write). Thus, the last frames are written first, and these are more complex than the beginning frames. The sequence should be outlined from the terminal behavior back to the student's present capability. Programmed instruction consists of the following: (1) information is presented and frequent responses are required by student; (2) immediate feedback is provided so that student learns whether response was right; (3) student is able to progress at his own rate of progress.

   Programmed instruction is a good teaching aid when properly used. If the teacher must write the units, considerable planning time is involved. However, the units would be convenient to have available whenever needed. There should be many units of programmed instruction available for purchase in the near future; there are some available now.

   Students usually like programmed instruction if it is not overused. The high-ability student tends to become bored with the linear type of program.

3. Job Study Guides--The job study guide is built upon information provided in the job analysis. Job study guides may be broken down into specific assignment sheets.

   The job study guide gives the student a better concept of the duties and responsibilities and a better understanding of what is expected of him. Organization of the job study guide shortens learning time and prevents serious omissions of duties and responsibilities. The student can work independently on his job study guide. Good teaching practice is facilitated by use of the job study guide because it is geared to the needs of an individual in a particular job. Job study guides should be flexible and should integrate the work at the training station with the classroom instruction. The training supervisor is brought into active contact with the curriculum by use of the job study guide.

4. Field Interview--Teacher refers student to appropriate reference material for preliminary study. Teacher recommends well-qualified person for the interview. Student prepares list of questions to be asked at the interview. After the interview, the student reports to teacher.

   Advantages:

   1. Student gains confidence in himself and the community.
   2. Good public relations. Student is ambassador of the program.
   3. Effective learning is possible through observation of successful person.
   4. Provides specific assistance on an individual's problem by tapping exclusive source of information.
   5. Supplement to classroom learning.
   6. Aid to personality improvement.
   7. May be a source of a job for the student.

   Disadvantages:

   1. Student may get distorted picture from one interview.
   2. Might be discouraging to student who feels he cannot measure up to person interviewed.
   3. Teacher cannot control educational content.

5. Field Observation--Teacher discusses problem with student. Two or three places for observation are selected. Employer may release student for these observations. Teacher makes arrangements with the observations. Teacher makes arrangements with the observation stations. Teacher visits with student after each observation. Student writes a report of the observations. Findings are applied on the job.

   Advantages:

   1. Student is able to observe good workers in real situations.
   2. Self-improvement may result after these observations.
   3. Student would gain broader knowledge by observing more than one station.

   Disadvantages:

   1. Employer may not release student from work to observe.
   2. Observation stations may consider this procedure an inconvenience or intrusion.

   Caution: It is very important to choose good observation stations. Teacher should also make sure the time and day are convenient for the stations under observation.

6. Job Performance Activities--Teacher assigns unit of instruction which will provide needed assistance. Teacher must be available to answer questions. Students do exercises assigned. Teacher checks each assignment or may let student check by use of answer key. Oral quiz or written test may be given upon completion of the unit

Advantages:

1. Student can work on individual problem at his own rate.
2. Teacher is free to assist other students.
3. Student has reference material for review and practice.
4. Amount of learning is measured at end of assignment.

Disadvantages:

1. Student may not receive sufficient help from teacher.
2. Student may lack motivation.
3. Time-consuming.

7. Role Playing--Teacher and student should discuss problem. Teacher provides related material for student to read. Student may observe other workers. Activity may be rehearsed or unrehearsed, depending on desired objectives.

Advantages:

1. Individual performance in the role provides insight to solution of the problem.
2. Presents information and facts if rehearsed or structured.
3. Student can see results of change.
4. Emphasis is on individual performance and on the role itself.
5. Provides opportunity to try out new ideas and techniques.
6. Develops self-confidence.

Disadvantages:

1. May become entertainment rather than learning situation.
2. Is not actual situation.
3. Students may be embarrassed.

8. Case Problems-- Opinion solutions to a problem. (Several) Usually a specific set of circumstances. Combine facts and common sense.

Advantages:

1. These techniques teach the student to think.
2. Uses the problem-solving methods generally employed in business today. May be used to provoke discussion.
3. Student must contribute in order to understand and learns in the process.

Disadvantages:

1. Difficult to find applicable cases.
2. Time consuming.
3. Students tend to read between the lines.
4. Students tend not to be prepared for this kind of technique.

9. Individual Conference Method--Teacher establishes rapport at beginning of conference. If student is unaware of his problem, it may be necessary for teacher to bring up the situation. Student should be encouraged to explore the proglem by self-analysis and consider possible solutions. Follow-up conference may be advisable.

Advantages:

1. Informal method puts action on the student.
2. Better learning in natural, conversational atmosphere.
3. Better motivation and better learning because of active participation of student and use of informal method.

Disadvantages:

1. Teacher may dominate conference instead of having it student-oriented.
2. Student may be resentful of teacher.
3. Tendency to ramble from main topic.
4. If student is under pressure, he will not be able to explore his problem and discover solution.

10. Flannel Board--Teacher must prepare material for demonstration or have students assist in preparation. This method may also be used for group instruction.

Advantages:

1. Good way to show component parts of whole learning process.
2. Attractive and inexpensive--can be used over and over again.
3. Visual aids contribute to retention.
4. Easy to introduce items in a systematic order.

Disadvantages:

1. Preparation of strips is time-consuming and must be done in advance.
2. Cannot offer help on the "spur of the moment."

11. Demonstration by Students--Teacher must recognize the problem. Teacher must be sure the demonstrating student is proficient in needed skills. Other student or students must understand the purpose of the demonstration. Demonstration may be structured or rehearsed before presentation (especially if given in front of a group of students).

Advantages:

1. Visual demonstration along with auditory responses accelerates learning process.
2. Essential points will be emphasized by demonstration.
3. Student can receive immediate assistance when need arises--student does not have to wait until the teacher is free.
4. Sometimes students can do a better job of explanation than the teacher.

5. Provides individual recognition for students.
6. Concrete example gives better idea of how to perform a skill task than written or verbal directions.

Disadvantages:

1. Student demonstrator may give wrong information or exemplify poor skill techniques.
2. Demonstration may become long or may not hold interest of student or students.
3. Demonstration may disturb other members of the class.

12. Charts, Maps, Pictures, Posters. Exhibits, and Samples--Teacher assembles prepared aids or directs student(s) to prepare or secure visual aids. Student most understand the problem and study charts, posters, pictures, etc.

Advantages:

1. Pictures aid in retention of visual image.
2. Interest is aroused by pictures.
3. Many such aids are free or inexpensive.
4. Learner is provided a concrete picture of the situation.
5. Saves time in explanation.

Disadvantages:

1. No action is shown.
2. Not an actual situation.

Caution: Visual aids should be up to date and should correspond with the situation.

13. Tape Recording--Teacher prepares tape to give assistance regarding specific problem. This is also good for group instruction.

Advantages:

1. Helps develop listening skills.
2. Can utilize different voices--employers or other teachers. Then student gets practice from different speakers or dictators.
3. Instructor is free to help other students or perform other tasks.
4. Students learn to concentrate the first time directions are given.
5. Tapes can be used again or other years.

Disadvantages:

1. Preparation is time-consuming.
2. Tape and recorders may not be available in some classrooms.

14. Themes, Essays, and Written Reports--Teacher makes assignment. Student does research and/or personal interviews. Material is organized for written presentation.

Advantages:

1. Student may realize his own need for improvement as a result of this assignment.
2. Personality development if personal interview is used.
3. Improves ability of organization of findings.
4. Improves art of written communication.

Disadvantages:

1. May seem like busy work to student.
2. Time-consuming.
3. Student may be unaware of need for self-improvement.

15. Classroom Test, Standardized Test, Performance Test--Teacher prepares test and administers to student. Teacher analyzes errors made on the test to determine remedial measures. Teacher goes over test and error analysis with student. Student is free to ask questions. Review material is assigned. Give a retest over same content as covered in first test.

Advantages:

1. Test results point up specific problems and lack of understanding of student.
2. Student realizes problem area and can concentrate toward needed improvement.
3. Specific remedial assignments can be made.
4. Teacher may not have to prepare the tests--there are many good ones available.

Disadvantages:

1. Right type of tests must be used to give diagnosis of problem.
2. If student does not work to the best of his ability, the test will not represent an accurate measurement.
3. Student may be frustrated by use of tests.
4. Student may not apply knowledge learned in his job situation.

16. Job Manual--Teacher prepares or purchases manual and explains to students. Students complete manuals as assigned. Sponsors at training stations will probably help.

Advantages:

1. Student secures thorough knowledge of company organization and personnel.

2. Encourages student to investigate the office policies at the training station.
3. Student gets an overall picture.
4. Student gains information toward meeting career objective.
5. Student gains experience in locating and organizing information.

Disadvantages:

1. Takes a lot of teacher's time to prepare a manual.
2. Takes student a great deal of time to complete the manual.
3. Source material may not be available..
4. Sponsor may not cooperate.

17. Individual Assignment Sheets--Teacher prepares assignment sheet covering one topic. Teacher discusses sheet and problem with student. Student completes assignment sheet.

Advantages:

1. Gives specific practice and instruction for a specific problem.
2. Student works at his own rate.
3. Student may do more than one assignment sheet if there is need for additional remedial work.
4. Student can work with very little supervision.
5. Student is motivated--can see application of work to his problem and can see how much progress is achieved on each sheet.
6. Convenient for teacher.
7. Allows for flexibility in the class instruction--individual students may be working on different assignment sheets.

Disadvantages:

1. Takes considerable preparation time.
2. Takes time to check if many students are doing assignment sheets.
3. Student may resent this assignment--may feel it is just busy work.
4. Student may not see the relevance of the assignment sheet to his problem.

18. Workbooks, Practice Sets--Teacher should discuss the problem with the student. Teacher provides workbook or practice set activity related to specific problem. Student must understand forms to be completed.

Advantages:

1. Student sees proper illustrations of business forms.
2. Student practices preparing forms related to use on his job.
3. Sample forms provide reference materials.

Disadvantages:

1. Student may consider this task meaningless--just busy work.
2. Student may be tempted to copy another student's work.
3. Student may not understand the assignment or see the relevance of it to the problem at work.

19. Educational Business Games--Games should help create interest and motivate the student as well as to help the student with specific problems. Several types of games are available in business, such as crossword puzzles, typing games, and filing games. A game can help develop skills in the use of business subjects.

Advantages:

1. The student has immediate reinforcement.
2. Student can work individually much of the time.
3. Instructions are very simple.
4. It helps develop speed and accuracy in skill subjects.

Disadvantages:

1. Student may not want to work alone.
2. Student may not push himself toward a goal.
3. There is no competition with other students.

20. Trade Publications and Newspapers--Invididual assignments provide students with current information. Use when the student desires information that is related to his training. Use in making career analysis and for gainful employment.

Advantages:

1. Causes the student to work at his own rate and to be able to do something he is interested in.
2. Material will be the latest available.
3. Motivates the student to seek further information.
4. Allows the teacher to work with other students.
5. This is an economic approach to an expensive problem. Ask training sponsors for used copies.

Disadvantages:

1. Approach may be too direct.
2. Student may think of this as busy work.
3. It may cost too much to get to get all of the necessary materials.
4. If the student does not have a positive attitude the technique will be no good.
5. Some of the trade publications may be too advanced for the student.

21. Practice and Drill--There is great opportunity to use this technique in all skill subjects. Special assignment sheets, practice set

material, or workbooks could be used. Also material from Today's Secretary and Business Teacher.

Advantages:

1. Student can determine when and how fast to progress.
2. Close supervision by teacher will probably not be necessary.
3. Student progresses at own rate.
4. "Repeat practice" helps make the skill more automatic.
5. Able to duplicate on-the-job conditions.

Disadvantages:

1. Can be used in only short practice periods (10-15 minutes at one time).
2. Drill may extend to an over-all long period of time--student may need skill immediately.
3. If it is kept up too long there will be diminished motivation.
4. Can degenerate into a boring and tiring repetition.
5. Sometimes unrealistic goals are set.

22. Research Project-- Can be used as a study or investigation of factors essential for satisfactory performance in business. Involved are three essentials: The presence of a problem in need of a solution, an organized procedure in attacking the problem and application of findings.

Advantages:

1. To have students do individual research.
2. To have students utilize the school library.
3. To have students use the resources in and around the community.
4. To give students an opportunity to create and express their ideas on a business problem.
5. Develop good student and business relations.

APPENDIX M

PROBLEMS WHICH PLACE LIMITATIONS ON THE USE OF INDIVIDUAL INSTRUCTION

1. Finding enough time for individual or small group instruction.
2. Lack of experience in using individual or small group instruction
3. Lack of Materials
4. Maintaining control of entire class during periods set aside for individual instruction
5. Discovering learning problem both on the job and in the classroom
6. Extreme diversity of interests among students (diversity of career objectives)
7. Student is undecided regarding his career objective
8. One or more students may require or demand a great deal of attention
9. Evaluation of individual student assignments
10. Philosophy of school does not encourage individual instruction (large classes, limited amount of material, etc.)

APPENDIX N

Presentation to

National Institute In-Service Education of
Office Occupations Teacher-Coordinators

University of Northern Iowa
Cedar Falls, Iowa

July 31, 1967

Mrs. Mavis Sparks
University of Kentucky

How to Make the Disadvantaged Youth More Employable

EXCERPTS

. . . For a constant assistant, the teacher can rely upon well-chosen instructional aids to ease his teaching load. The framework within which he chooses these instructional materials is not any different than that for students in regular classes. The choice is made taking into consideration the abilities of the students collectively and individually, the level of employment to which the student aspires, and the policies of the school. Inherent in the choice, however, are the characteristics and learning style of the deprived.

As a rule, they are not equipped or motivated to learn by symbols or abstractions. They have difficulty listening. They respond much more readily to visual signals and they like subjects involving physical activity. They reason from parts to wholes rather than from wholes to parts.

They often have a poor time perspective and are slow in performing intellectual tasks. If an area of study is important to them, they pursue it slowly, carefully, and patiently until the learning task is accomplished. They dislike being interrupted and having to change to a new problem.

They do not easily accept ideas of self-development, self-expression, and knowledge for its own sake; they are more interested in learning for vocational purposes.

In addition to learning style one should consider the results of deprivation which make training more difficult and which may render the student unemployable in office occupations even after he has obtained knowledge of business operation and skill training. These are limited reading ability, poor arithmetic skills, lack of formal language skills, lack of training in the social graces, and lack of getting-job techniques.

In light of these facts, what criteria should instructional materials for the disadvantaged meet? They should:

1. be in agreement with the objectives of the school, the program and the course in which they will be used.
2. be adaptable to varying ability levels and individual learning rates, yet provide for learning in depth
3. provide for further development in the basic skills of reading, arithmetic, and oral and written communication
4. remove the communication barrier between the teacher and the student and help carry the burden of instruction
5. provide for personal and social development in the areas of self-confidence, self-evaluation, self-motivation, school skills, and behavior patterns appropriate to business and office occupations
6. add meaning to the course by providing short-range goals, and characters with whom the students can identify
7. provide for occupational study and skill in finding, keeping, and advancing in a job
8. provide knowledge about social service, intergroup relations, the economics of community life, the value of work, the impact of technology on employment opportunities, opportunities for work available locally, health care, and legal responsibilities
9. be multisensory in nature, show that ideas and theories are practical through audiovisual and manipulative methods, and stress the "how to" rather than the "what to" method
10. be explicit and simply stated and well illustrated

What types of materials meet this criteria? Many appropriate materials are available from commercial publishers, professional societies, government agencies, instructional materials laboratories, teacher educators, and business and industry. Others must be prepared by the teacher to meet the particular needs of his students and the requirements of the business community in which they will be employed.

The choice of supplementary materials as well as a basic text should fall within these criteria. Perticularly adaptable to the learning style of the disadvantaged are programmed texts and learning aids, teaching machines, vocabulary development, films, filmstrips, transparencies, newspapers, well-illustrated booklets and pamphlets that show "how," recordings, pictures, diagrams, charts, exhibits, maps, and models. These should be interspersed with role-playing, field trips, resource persons, debates, radio and television programs, discussions, skits, hand-on-experience, and learning by doing.

The materials might also help the student to see education having an active role in his life. Some schools have found that pictures taken of students reading, thinking, and experimenting and displaying these on the bulletin board helps to cast a special light on the student's self-image. Application blanks, deposit tickets, checks, and income tax forms will help add realism to the classroom instruction.

Where can business and office education materials of this nature be obtained? Nearly all the major publishers of business and office education textbooks and film producers provide some of these supplementary materials.

MATERIALS WITH POTENTIAL

Here are some examples of materials that can be used to good advantage in teaching deprived students:

> How to Find and Apply for a Job by Keily and Walters, South-Western Publishing co. Provides the plus skills in job-seeking which many disadvantaged students lack.
>
> Timed Writings About Careers by Fries, South-Western Publishing Company illustrates a way of providing occupational guidance in typewriting. Helps the student determine his interests and aptitudes for a particular field and gives the educational requirements and opportunities for several fields of work.
>
> Spelling Drills & Exercises (programmed for the typewriter___by Brendel and Near, Gregg Publishing Co. Provides remedial work in a basic skill in the typewriting class. Adds variety to typewriting and produces a stronger student generally.
>
> Occupational briefs and guidance booklets published by Science Research Associates.

APPENDIX O

IN-SERVICE EDUCATION
METHODS
MEDIA
MATERIALS

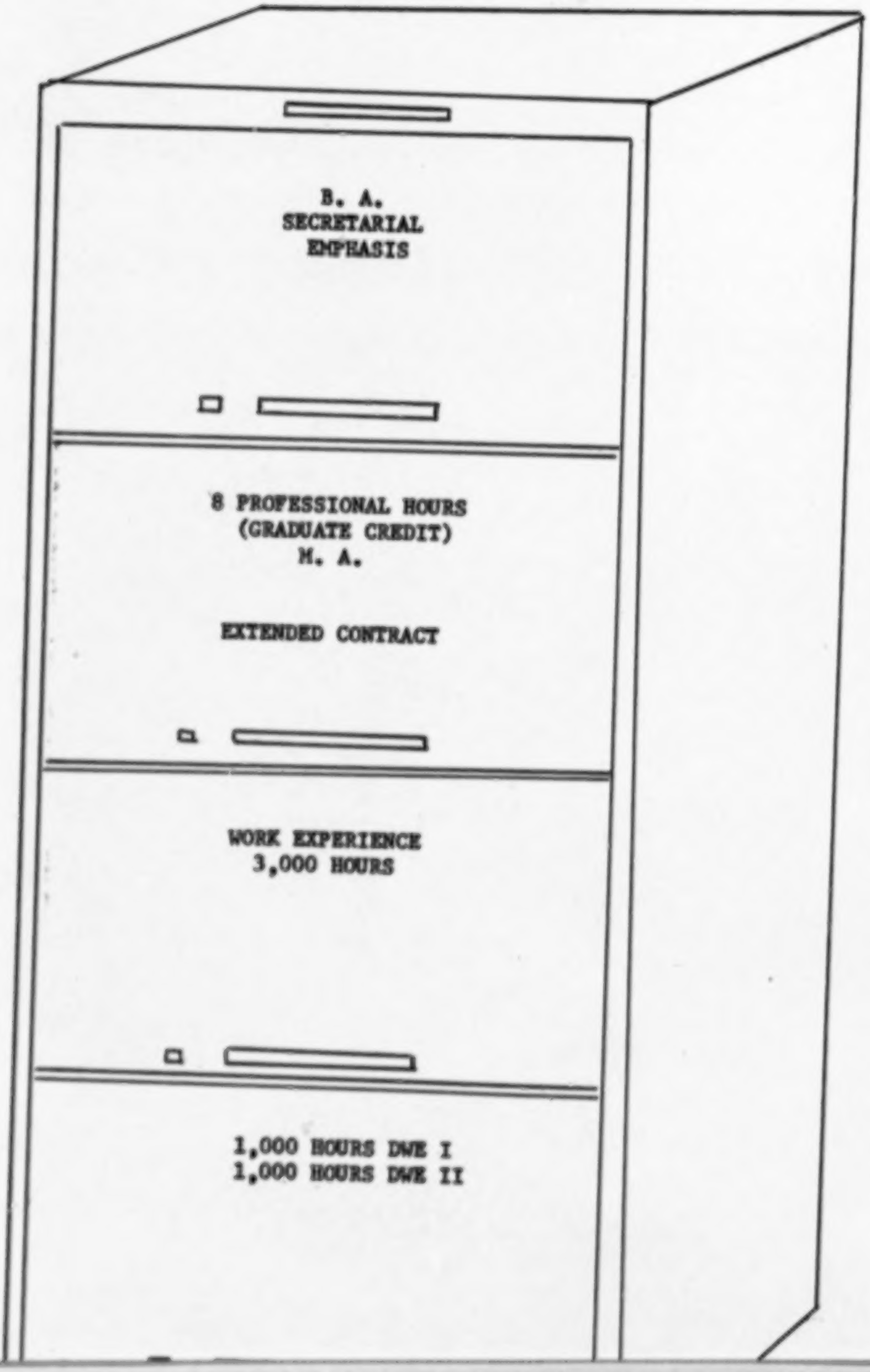
Lucille E. Wright
Teacher-Educator
Office Education
Department of Business and Business Education
UNIVERSITY OF NORTHERN IOWA
Cedar Falls, Iowa 50613

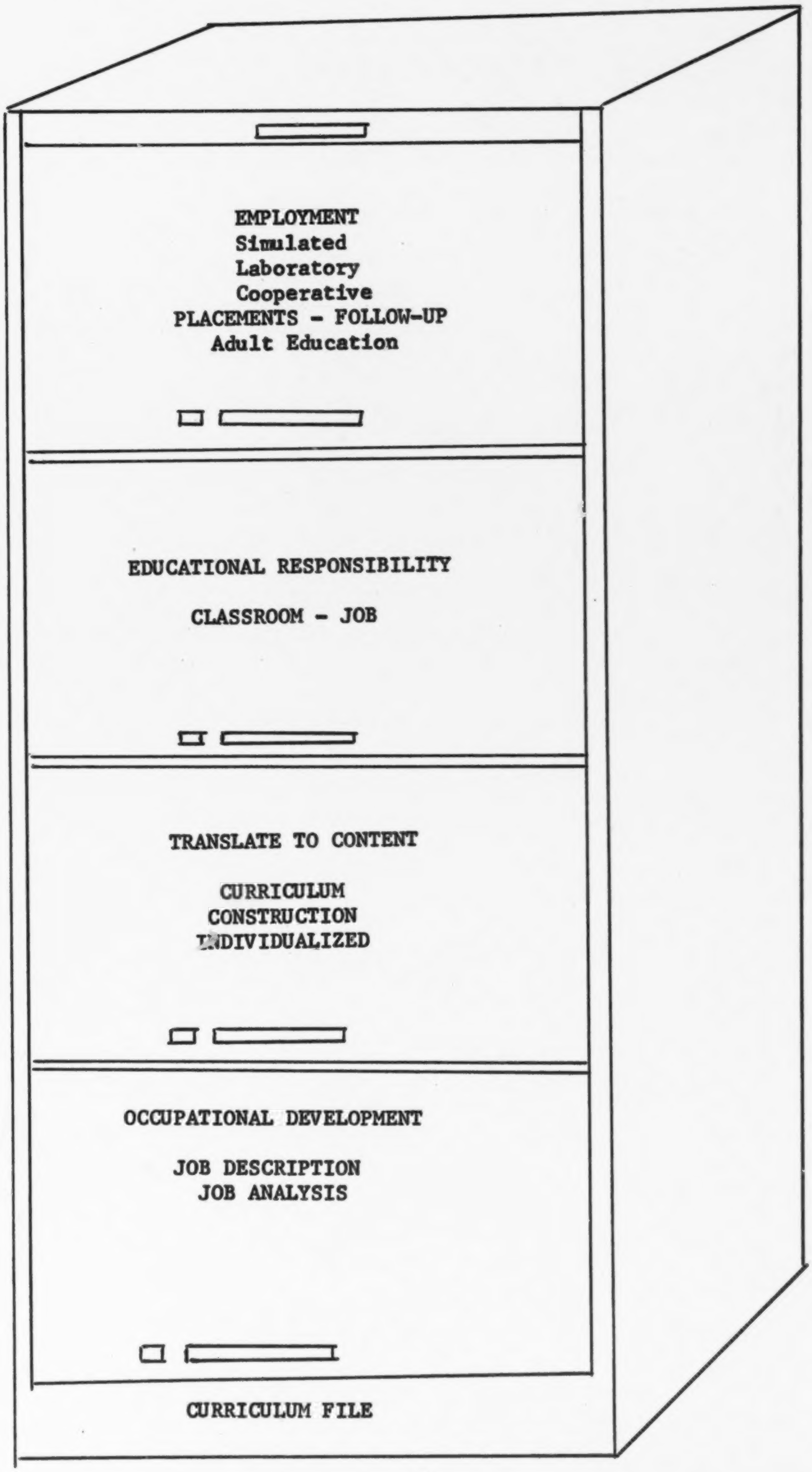
Presentation Made
May 2, 1967

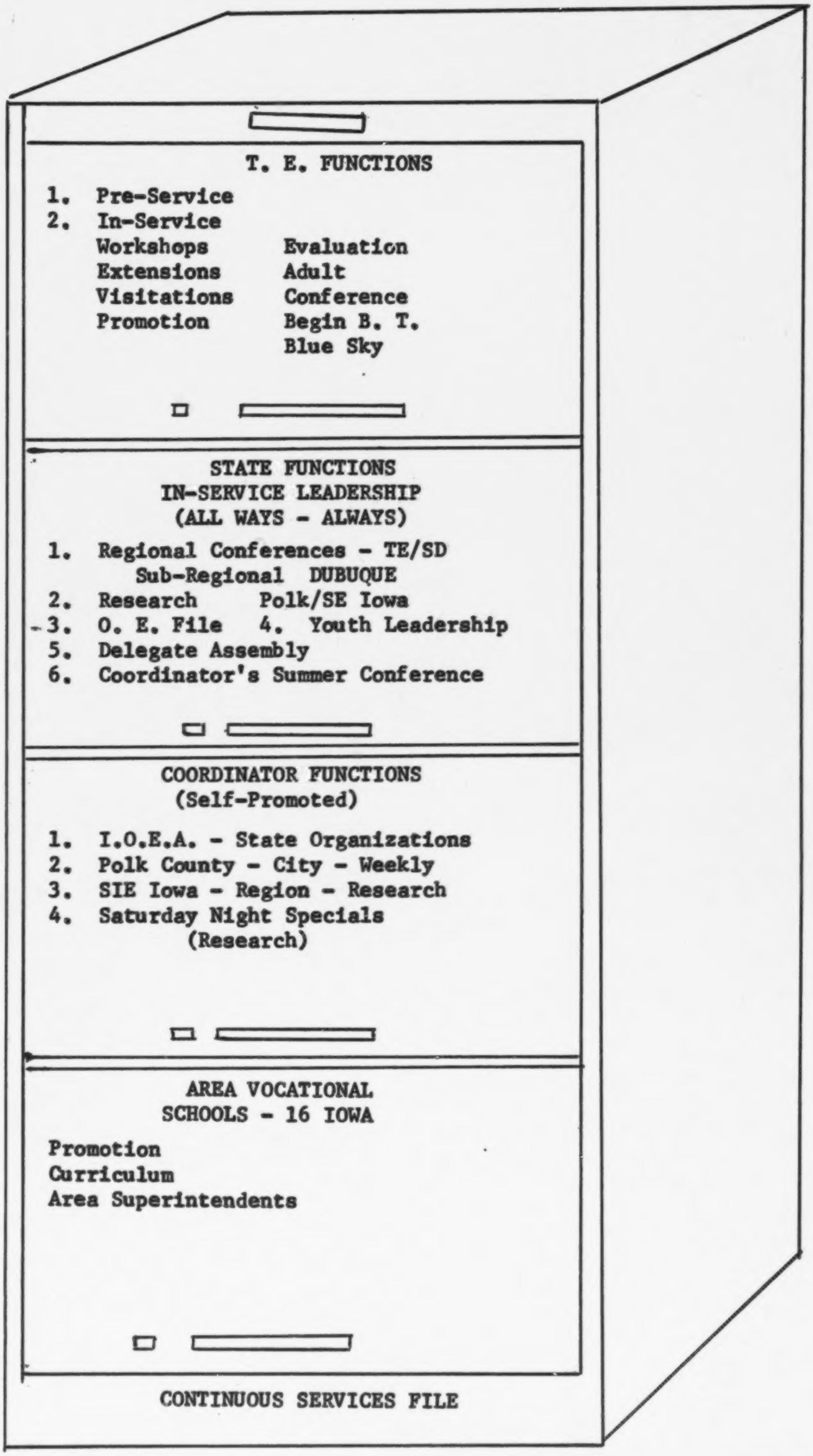
CLINIC FOR STATE SUPERVISORS
OF OFFICE OCCUPATIONS EDUCATION

May 1-4, 1967
Stouffers University Inn

The Center for Vocational and Technical Education
THE OHIO STATE UNIVERSITY
Columbus, Ohio


B. A.
SECRETARIAL
EMPHASIS
8 PROFESSIONAL HOURS
(GRADUATE CREDIT)
M. A.
EXTENDED CONTRACT
WORK EXPERIENCE
3,000 HOURS
1,000 HOURS DWE I
1,000 HOURS DWE II


EMPLOYMENT
Simulated
Laboratory
Cooperative
PLACEMENTS - FOLLOW-UP
Adult Education
EDUCATIONAL RESPONSIBILITY
CLASSROOM - JOB
TRANSLATE TO CONTENT
CURRICULUM
CONSTRUCTION
INDIVIDUALIZED
OCCUPATIONAL DEVELOPMENT
JOB DESCRIPTION
JOB ANALYSIS
CURRICULUM FILE



T. E. FUNCTIONS

1. Pre-Service
2. In-Service

Workshops	Evaluation
Extensions	Adult
Visitations	Conference
Promotion	Begin B. T.
	Blue Sky

STATE FUNCTIONS
IN-SERVICE LEADERSHIP
(ALL WAYS - ALWAYS)

1. Regional Conferences - TE/SD
   Sub-Regional DUBUQUE
2. Research Polk/SE Iowa
3. O. E. File 4. Youth Leadership
5. Delegate Assembly
6. Coordinator's Summer Conference

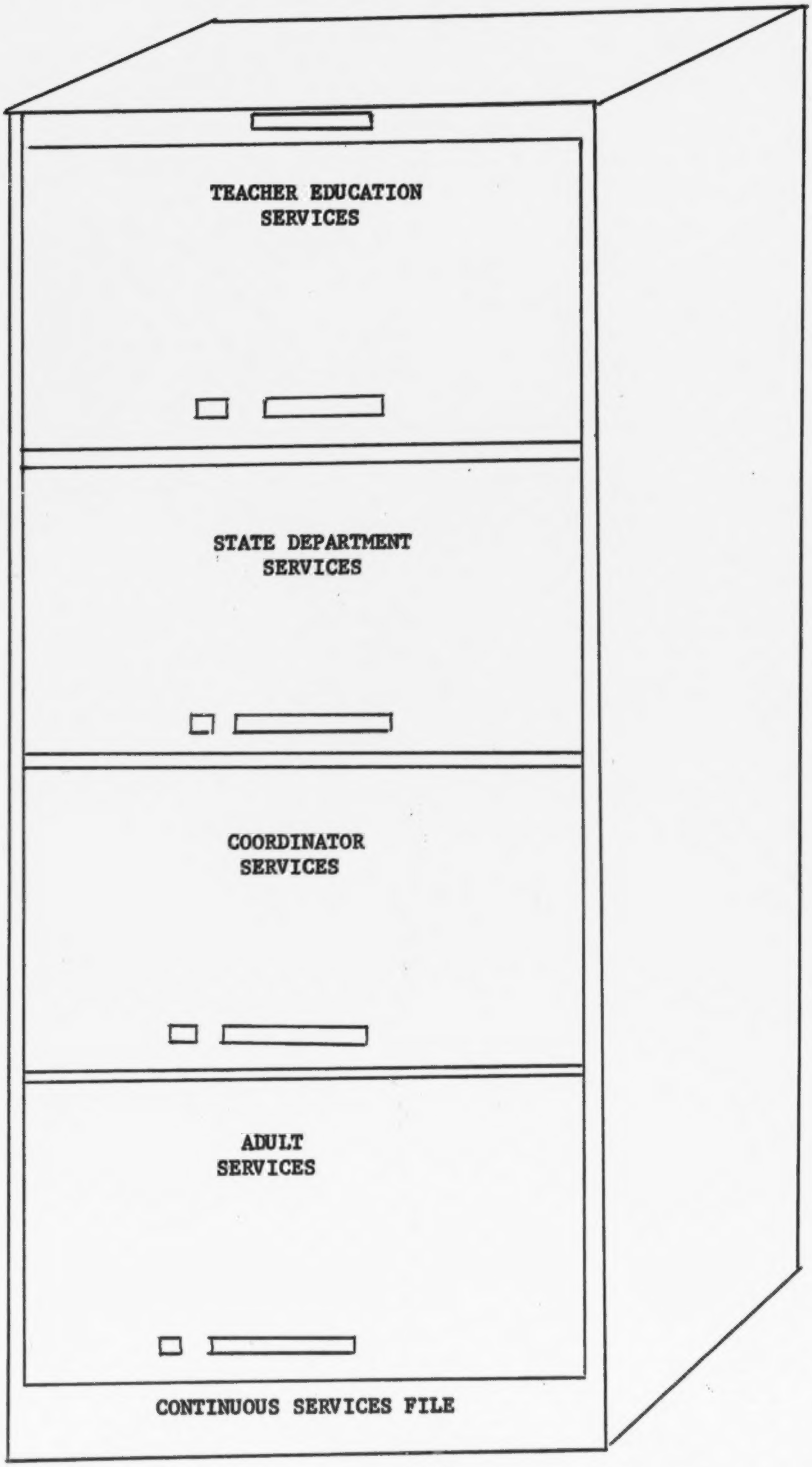
COORDINATOR FUNCTIONS
(Self-Promoted)

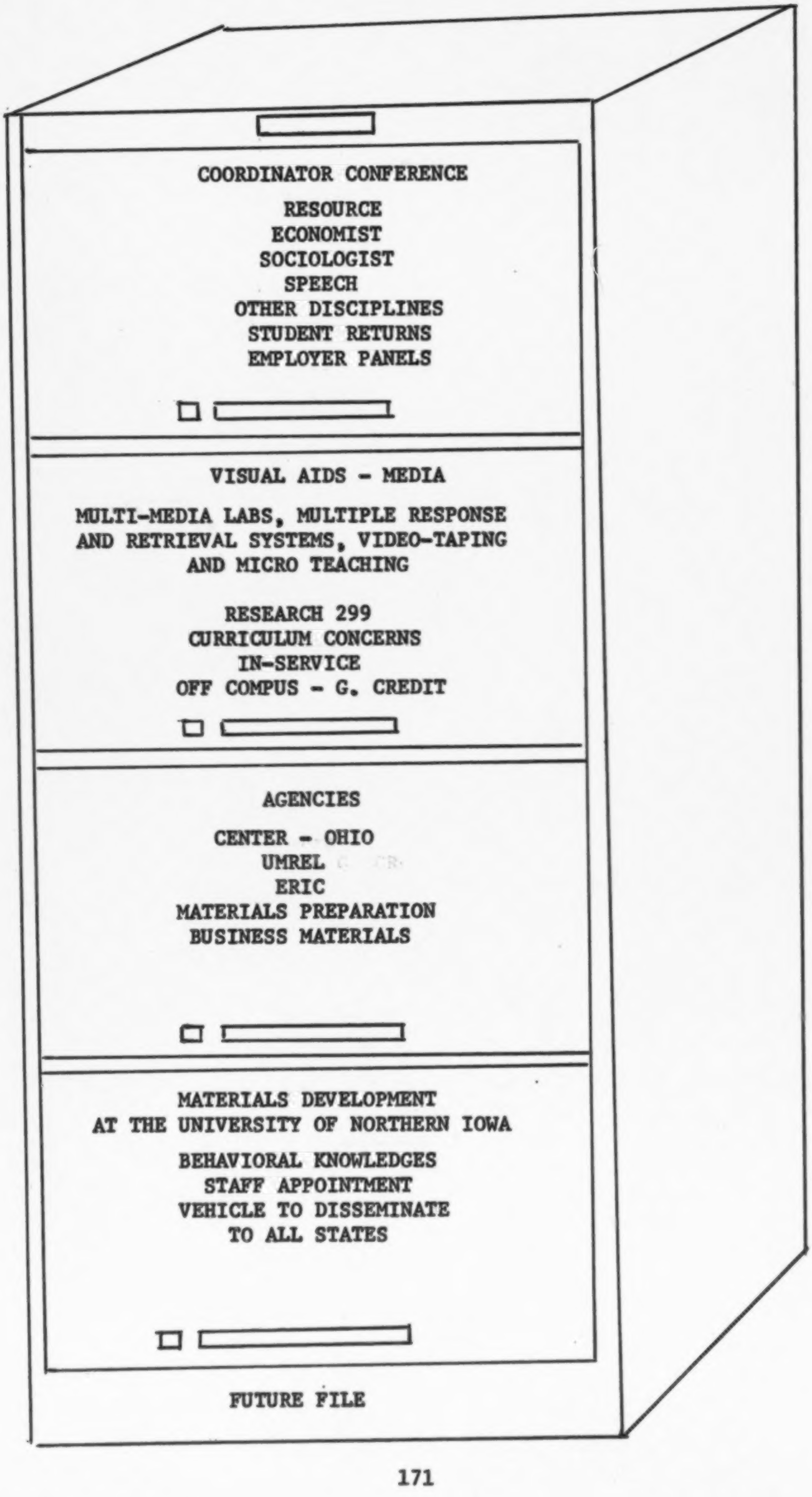
1. I.O.E.A. - State Organizations
2. Polk County - City - Weekly
3. SIE Iowa - Region - Research
4. Saturday Night Specials
   (Research)

AREA VOCATIONAL
SCHOOLS - 16 IOWA

Promotion
Curriculum
Area Superintendents

CONTINUOUS SERVICES FILE


TEACHER EDUCATION SERVICES
STATE DEPARTMENT SERVICES
COORDINATOR SERVICES
ADULT SERVICES
CONTINUOUS SERVICES FILE



COORDINATOR CONFERENCE

RESOURCE
ECONOMIST
SOCIOLOGIST
SPEECH
OTHER DISCIPLINES
STUDENT RETURNS
EMPLOYER PANELS

VISUAL AIDS - MEDIA

MULTI-MEDIA LABS, MULTIPLE RESPONSE
AND RETRIEVAL SYSTEMS, VIDEO-TAPING
AND MICRO TEACHING

RESEARCH 299
CURRICULUM CONCERNS
IN-SERVICE
OFF COMPUS - G. CREDIT

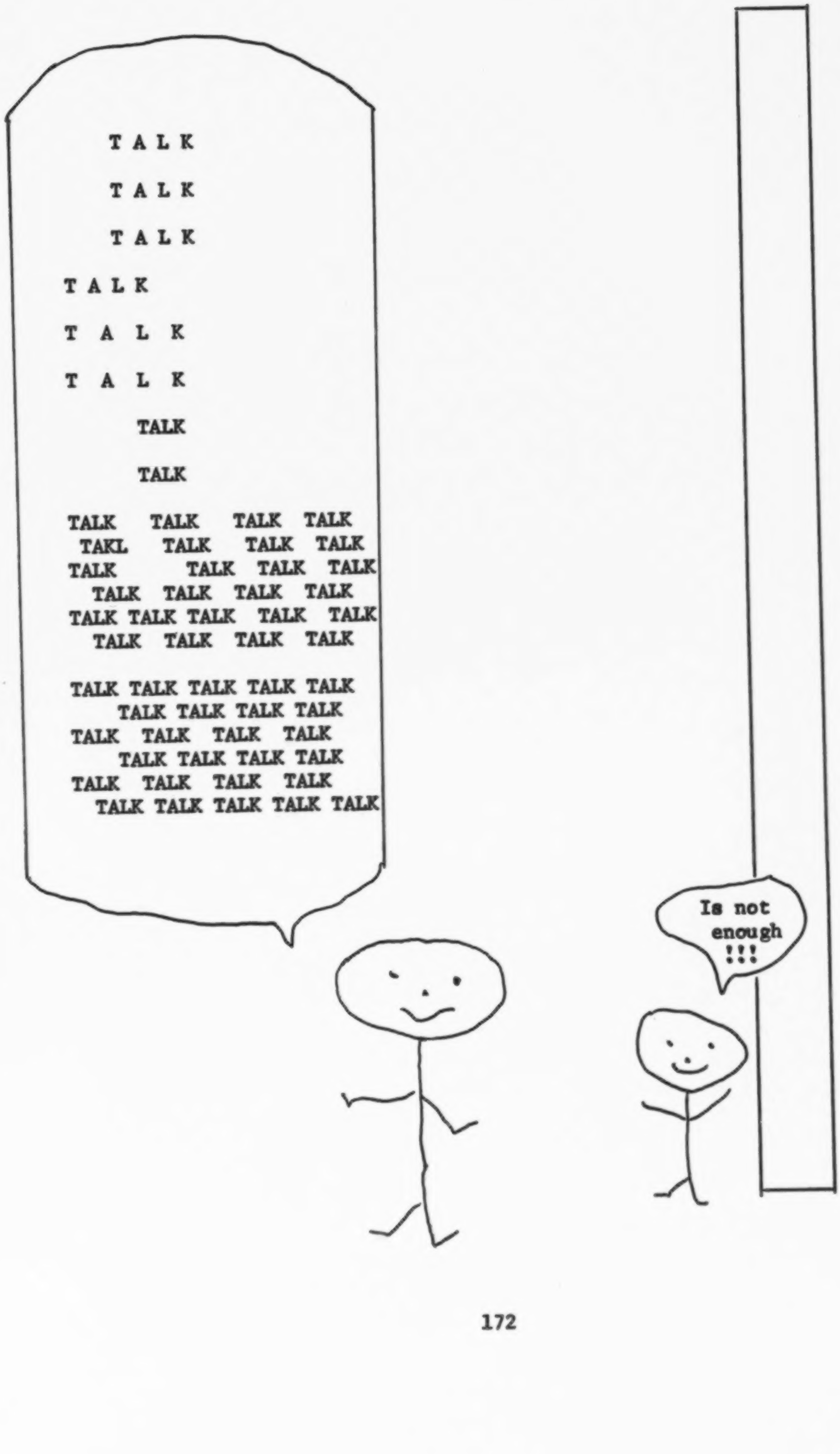
AGENCIES

CENTER - OHIO
UMREL
ERIC
MATERIALS PREPARATION
BUSINESS MATERIALS

MATERIALS DEVELOPMENT
AT THE UNIVERSITY OF NORTHERN IOWA

BEHAVIORAL KNOWLEDGES
STAFF APPOINTMENT
VEHICLE TO DISSEMINATE
TO ALL STATES

FUTURE FILE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Is not enough !!!

APPENDIX P

DEPARTMENT OF BUSINESS AND BUSINESS EDUCATION
UNIVERSITY OF NORTHERN IOWA

WESLEY SAMPSON
JULY 1967

WRITING BOARDS - A COMPROMISE BETWEEN FILING AND BOOKKEEPING

Writing board or pegboard systems first appeared in California during the 1930's and have grown steadily ever since. During and after World War II a large number of payroll systems were placed on writing board records; these were followed by perpetual inventory systems, customer account systems, and a few sophisticated cost accounting and general ledger systems.

Writing board systems usually combine the tasks of a clerical occupation with a bookkeeping record which pertains to it. For example, one will find sales people recording charge sales, a clerk computing payroll, and construction timekeepers recording hours worked—all on writing board records. The author observes that writing boards tend to predominate in service and retail businesses.

The printers of pegboard systems have always promoted efficiency. The author has supervised installation of payroll systems which cut clerical time to one-half of the previous time. This degree of improvement in office efficiency was possible in offices where one person had responsibility for a number of related duties, and where that person had access to the needed records. The dental example fits these criteria: the office clerk meets patients, acts as an information center, and directs the patient traffic. These tasks all become a part of the three-part system.

Pegboard systems are usually designed with a specific need in mind. In the dental example used, the first need is a record of each customer which is up-to-the-minute (computer people call this up-to-the-minute condition, "real time") and which shows all the history of a given patient-customer. The central record, literally and figuratively, is the individual customer account card. This is the same customer card found in almost any customer bookkeeping operation, except that it is posted before the day is balanced, not after.

The future of pegboard seems secure in spite of the growth of computers. The most promising computer development for small business—personal record keeping by banks—does not aid the small businessman in the sensitive areas of customer accounts and inventory management. The computer utility of the future may supplant pegboard; however, the input will probably be organized in the manner now used in pegboard systems.

Pegboard has a definite value beyond first-job preparation, in that it is the manual device which is most similar to the computer. The procedures and controls learned in a pegboard situation will be of great aid in a data processing environment. The researchers at Orange Junior College apparently believed this when they included pegboard in their data processing course.

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APPENDIX Q

EVALUATION FORM
FOR
OFFICE OCCUPATIONS EDUCATION

GUIDING PRINCIPLES

The chief aim of office occupations education for secondary in-school youth is to prepare them for advantageous initial entry into employment of office occupations. This purpose may be achieved through either a full-time in-school program or a part-time employment program, or both. In all cases, provision must be made for realistic and practical work experience.

Learning is conducted in classroom-laboratory situations which provide opportunities for individual and group instruction. This is done by the expansion of office occupations instruction through the addition of courses involving social competencies and skill competencies necessary for vocational efficiency.

Office occupations education must comply with the State Plan for Vocational Education and the Federal Vocational Education requirements of PL 88-210. This is a program of instruction, not a series of isolated courses, the content of which is selected and organized with due regard for such psychological principles of learning as those concerning readiness, motivation, rates of learning, and degrees of mastery. The program is vocationally oriented to reinforce specified vocational training and to stress the career objective of the individual student.

The instructional program is conducted by teachers who have been given instruction in the techniques of teaching office occupations and are occupationally competent, generally through bona fide wage-earning experience in the occupation. The skills and related information taught the students are those which are needed by the typical worker in an occupational area. Theory is taught which is related to the skills of the occupation. It may be a body of subject matter or combination of either units or courses with practical experience, organized into programs of instruction to provide opportunities for students to prepare for and achieve career objectives in office occupations. It may, and often does, include as prerequisites parts or units of work selected from business education itself.

Advisory committees are used to aid in establishing, maintaining, and evaluating the programs.

Careful attention is given to selection of students for admission into office occupations education. General school records and exploratory activities are carefully reviewed in determining whether or not a prospective student has the ability, aptitude, and interest needed to master the skills and knowledge required in the occupation. General education is included as prerequisite and concurrent enrollment in programs for all students enrolled in office occupations education.

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I. Organization

A. GENERAL

Check List

( ) 1. The program is under the general direction and has the support of the administrative officers of the school system.

( ) 2. The principal and other school personnel show an interest in office occupations education and have an understanding of its objectives.

( ) 3. Local financial support is given to the program as evidenced by provisions for competent instructors, housing facilities, materials, supplies, and aids.

( ) 4. Office occupations education administrative and supervisory personnel participate in the selection of teachers and coordinators.

( ) 5. An advisory committee helps plan, develop, evaluate and promote the program.

( ) 6. Class sizes are limited to a number that can be instructed effectively in the space and with the facilities available.

( ) 7. Provisions are made for realistically appropriate in-service education for teachers.

( ) 8. The office occupations education program is planned to meet the office occupation needs of the labor market and defense establishment.

( ) 9. There is recorded evidence that there are job opportunities for those students enrolled in the course.

( ) 10. Students are carefully selected on the basis of need, interest, and ability.

( ) 11. Each student has a career objective in an office occupation.

( ) 12. Provisions are made for students in office occupations education to participate in the social and extra-curricular activities of the school.

( ) 13. Provision is made for a vocationally oriented office occupations youth group.

( ) 14. Instruction in office occupations education is available to all youth in the community who demonstrate an interest in office work and can profit from it.

( ) 15. Opportunities are provided for prospective office occupations students to acquire adequate information covering the nature and purpose of office education.

( ) 16. Student selection for the program has been the result of a comprehensive occupational guidance program.

( ) 17. Advisory committee membership structure reflects the section of the world of work served by the office occupations program.

( ) 18. A comprehensive program of information has been organized for the purpose of explaining the purposes of the program.

( ) 19. All State and Federal laws and regulations pertaining to office occupations education and employment practices are complied with, including those relating to learners.

B. SPECIAL FOR PART-TIME COOPERATIVE OR DIRECTED EXPERIENCE PROGRAMS

( ) 1. Provisions are made for adequate practical on-the-job instruction.

( ) 2. Provisions are made for the students to receive individual supervision and instruction correlated with on-the-job experience.

( ) 3. Cooperative students spend not less than fifteen hours per week on the job.

( ) 4. Students receive credit toward graduation for both the classroom instruction and the supervised job experience. (Describe credit arrangements under Comments.)

( ) 5. Provision is made for adequate coordination and supervision of the program.

Evaluations

( ) a. To what extent is office occupations education available to all students who need and can profit by it?

( ) b. How adequate are the time allotments for office occupations education?

( ) c. To what extent do the enrollments in office occupations education classes correspond with evident needs for trained workers in the geographical area served by the program?

( ) d. How adequate are the administrative and supervisory provisions?

( ) e. How adequate are the provisions for advisory services?

( ) f. How adequate are provisions for correlating classroom instruction with experiences on the job?

( ) g. How adequate are the occupational guidance services?

Comments

II. Nature of Offerings

Office Occupations Education includes experiences:

( ) 1. Designed to develop such skills and theory as are justified by career objective occupational requirements.

( ) 2. Based upon and organized around a careful analysis of the behavioral skills and knowledges required for successful employment and advancement in an occupation.

( ) 3. That emphasize social and background knowledges required for successful employment and advancement in an occupation.

( ) 4. That provide for the study of employer-employee relations.

( ) 5. That are modified in the light of follow-up studies of graduates and their success on the job.

( ) 6. That includes educational experiences leading to effective citizenship in a business filled environment.

( ) 7. That provide a basis for continued training after graduation.

( ) 8. Related to locating, applying for, and being interviewed for a job.

( ) 9. Based upon surveys of local job opportunities and job analyses.

( ) 10. Through vocational courses and curricula which contain subject matter needed in one or several of the office occupations.

( ) 11. That provide for the differences in student needs, desires and abilities.

( ) 12. In a sequence of career-directed educational experiences.

( ) 13. Under the direction of teachers and supervisors qualified under the State Plan.

Evaluations

( ) a. How adequate is the variety of offerings in terms of community and student needs?

( ) b. To what extent are the offerings consistent with present economic conditions and procedures?

( ) c. How adequate is prerequisite business education instruction?

( ) d. To what extent are offerings based on present and projected manpower requirements of the business community?

( ) e. To what extent are the offerings consistent with job opportunities in the business community?

( ) f. How adequately do the course offerings take into consideration the varying needs, desires and abilities of students?

( ) g. How adequately do the course offerings help students understand and appreciate office work environment?

( ) h. To what extent do the course offerings prepare the student for economic and civic responsibility?

Comments

III. Physical Facilities

( ) 1. The facility used for office occupations education is so located as not to interfere with other classroom instruction.

( ) 2. The size and shape of the facility for office occupations education permit layout suitable to the purpose of the instructional program.

( ) 3. Adequate storage facilities are provided.

( ) 4. Adequate instructional equipment is available.

( ) 5. Equipment is maintained in satisfactory condition and preventive maintenance is practiced.

( ) 6. The teacher is provided with adequate and appropriate work station, space, and equipment.

( ) 7. Facilities and equipment are comparable to those found in the occupations.

( ) 8. The physical environment of the instructional area (including work station, space, and layout) is conducive to effetive learning.

( ) 9. Facilities are up to date and sufficiently complete to develop the needed skills and knowledges.

Evaluations

( ) a. How satisfactory are the space provisions to meet curricular and enrollment needs?

( ) b. How adequate is the amount of instructional equipment?

( ) c. How adequate is the variety of this equipment?

( ) d. How adequate is the quality of this equipment?

( ) e. How well is the equipment maintained in satisfactory working condition?

( ) f. How adequately does the instructional equipment reflect the office equipment needs and use of the community?

Comments

IV. Direction of Learning

A. INSTRUCTIONAL STAFF

The Instructor:

( ) 1. Has met State certification requirements.

( ) 2. Has met the office occupations instructor requirements as stated in the State Plan for Vocational Education.

( ) 3. Has had methodology and content courses appropriate to the level of instruction and the nature of the enrollees.

( ) 4. Has had verified occupational experience.

( ) 5. Maintains active participation in in-service education through formal study and other professional activity.

( ) 6. Maintains an active interest in professional advancement, including participation in educational and other professional organizations.

( ) 7. Is knowledgeable about manpower requirements, laws and regulations.

( ) 8. Is aware of business employment conditions and resources.

( ) 9. Demonstrates an understanding of how the American business system functions and how a firm operates within this system.

( ) 10. Is aware of the changing nature of the economy and understands the effects of change on the preparation needs for office occupations.

Evaluation

( ) a. How adequate is the preparation of the teacher in office occupations subjects?

( ) b. How adequate has been the office occupations experience of the instructor?

( ) c. How adequate has been the professional preparation of the teacher as it relates to general vocational education and education for office occupations?

( ) d. How well has the teacher kept up with developments in office occupations and office work?

Comments

B. INSTRUCTIONAL ACTIVITIES

( ) 1. Instruction is consistent with career objectives of the students and those of office occupations education.

( ) 2. Instruction contributes to the general objectives of the school.

( ) 3. There is careful planning, preparation and scheduling for both class instruction and applied activities, including youth organizations.

( ) 4. Business resources of the community are used.

( ) 5. Interests of students are considered in planning instruction.

( ) 6. Individual differences of students are considered in selecting, planning, and conducting instruction.

( ) 7. Instruction is readily adapted to changes in business methods and procedures.

( ) 8. A variety of instructional methods, devices, and materials are used in the development of skills, knowledges and work habits.

( ) 9. Work experience and classroom instruction are correlated.

( ) 10. Sufficient time for classroom, laboratory, and field activities is allotted.

( ) 11. Opportunity is provided for student participation in planning career related educational experiences.

( ) 12. The teacher-coordinator conducts supervisory visits to the student's place of employment.

( ) 13. Job assignment is correlated with the student's needs, aptitudes, interests, and skills.

( ) 14. Pre-orientation sessions are scheduled for both student-employees and training sponsors.

( ) 15. Classroom and on-the-job learning experiences are adequately evaluated.

Evaluations

( ) a. How adequate is the planning and preparation for instruction?

( ) b. How well is instruction adapted to individual differences of students?

( ) c. How effective is the teaching in terms of the environment of the world of work?

Comments

C. INSTRUCTIONAL MATERIALS

( ) 1. Appropriate instructional and resource materials are available to the students.

( ) 2. A teacher's file of supplementary materials is maintained.

( ) 3. Suitable teacher-prepared materials are available and used.

( ) 4. Up-to-date business publications are available and used.

( ) 5. Up-to-date samples of local business forms and records are available.

Evaluations

( ) a. How adequate is the variety of instructional materials for office occupations education?

( ) b. How adequate is the quality of instructional materials for office occupations education?

( ) c. How effectively are instructional materials organized and used?

Comments

D. METHODS OF EVALUATION

( ) 1. Evaluation is an integral part of the instructional program.

( ) 2. The types of evaluation used are determined by the objectives of office occupations education.

( ) 3. A variety of evaluative procedures are used.

( ) 4. Evaluation is used by students to identify and measure their growth toward satisfactory occupational competency.

( ) 5. Evaluation of office occupations knowledges, skills, and understandings is made in terms of occupational competency.

( ) 6. Evaluation of student achievement in work experience programs is made cooperatively by the teacher-coordinator and employer.

( ) 7. Follow-up studies are used as a means of evaluating the effectiveness of instruction and in planning and revising the curricula.

( ) 8. The evaluation procedures are reviewed periodically.

Evaluations

( ) a. How adequate are the evaluation procedures in office occupations education?

( ) b. To what extent do teachers use evaluation results in analyzing the effectiveness of their teaching.

( ) c. To what extent do evaluation procedures help the student understand the nature of his growth in office occupations education?

( ) d. To what extent is evaluation used in planning and revising the instructional program.

Comments

V. Outcomes

(No check list items are prepared for this division, since they would be largely repetitions of the check list items in preceding divisions).

Evaluations

( ) a. To what degree are students developing knowledge and understandings necessary for successful office employment?

( ) b. To what degree are students developing skills and techniques necessary for successful office employment?

( ) c. To what extent do representatives of business cooperate with the instructional program for office occupations?

( ) d. How successful are graduates in the occupations for which they were prepared?

( ) e. What proportion of graduates enter the occupations for which they were trained?

( ) f. To what extent are students acquiring an understanding and appreciation for the facilitating function of the office?

( ) g. How well aware of the objectives, activities, and accomplishments of the office occupations education program are the school administration, the teaching staff, and the community?

( ) h. To what extent has office occupations education been made available to all who need, desire, and can profit from it?

( ) i. To what extent is there articulation between this and other office occupations education programs?

( ) j. To what extent has the instructional program met the manpower requirements and the employment opportunities of the business community?

( ) k. How effective has been the vocational guidance program in providing adequate occupational information?

Comments

VI. Special Characteristics of Office Occupations Education

1. In what respects is office occupations education most satisfactory and commendable?

    a.

    b.

    c.

    d.

2. List the phases of the program which are the least satisfactory and in the greatest need of improvement.

    a.

    b.

    c.

    d.

VII. General Evaluation of Instruction in Office Occupations Education

Evaluations

( ) a. To what extent is instruction in office occupations education consistent with the philosophy and objectives given in the State Plan?

( ) b. To what extent does instruction in office occupations education meet the needs of students indicated in the State Plan?

( ) c. To what extent is the school identifying problems in office occupations instruction and seeking their solution?

Comments

This material was developed by Mr. Everett Fuller, Director, Vocational Office Education, Texas Education Agency, Austin, as a suggested means of evaluation in the public secondary schools where evaluation will be conducted by persons other than office educators.

APPENDIX R

An OFFICE OCCUPATIONS EDUCATION Abstract

Evaluation

The Vocational Teacher Education Service, College of Education, Michigan State University, under the sponsorship of the Alpena Board of Education, Alpena, Michigan, conducted a study to assess the present and projected needs for vocational-technical education in the Thunder Bay area, a five-county section in the northern part of Michigan's lower peninsula.

The study culminated in the publication of a report entitled, IMPROVING VOCATIONAL-TECHNICAL EDUCATION IN THE THUNDER BAY AREA, Educational Service Series, Number 18 (May 1966), Educational Publications Services, College of Education, Michigan State University, East Lansing, Michigan.

Of special interest to educators of office occupations is Chapter 12 of the report entitled, "Education for Office Occupations." This chapter embraces criteria upon which to judge a program of vocational office education, both the secondary and post-secondary levels. This chapter was written principally by Miss Frances French, Lecturer in Business Administration and Business Teacher Education, Michigan State University. The criteria which have been developed are shown below:

Criteria for Vocational Office Education

"The vocational office education programs should be composed of meaningful sequences or experiences which will result in an occupational competency. The term "occupational competency" refers not only to business skills at a level in keeping with the demands of the businessman but also to a broad basic education and understanding of our economic society.

"Vocational office education should serve both youth and adults in a community. The youths who are entering the labor market for the first time should possess the basic skills for entry-level positions and sufficient background and knowledge to lead toward promotion in an occupational family. Adults who are returning to the labor market--mostly women who have raised a family--have educational needs at all levels. Adults whose occupational competency has remained at a low-level position are entitled to retraining opportunities within the community since it is often these low level positions which disappear from the labor market as a result of automation. Thus, a community should provide refresher as well as upgrading programs for adults. These programs must be more flexible, diversified, and comprehensive than the standard adult education courses which are often considered as a diversion for the adults in the community.

"Another objective of the vocational office occupation programs within a community should be continuity from one level of education to another. The post-high school programs should: (1) provide an opportunity to begin the stenographic skills, and (2) provide an advanced program which would allow the individual student to build upon his high school education and progress systematically toward a top-level office position.

"Other criteria upon which a community may evaluate the vocational office occupations programs are listed as follows:

1. There should be evidence that the faculties are constantly studying and evaluating the offerings and outcome in terms of occupational needs as well as educational objectives.

2. There should be a follow-up of the graduates who are employed, partially by means of interview of the employee and the supervisor, This places the business teacher in the community which is a secondary outcome of an "interview" follow-up.

3. The staff should be personally acquainted with the operation of the local business offices. This allows for examples in the classroom from local situations instead of from the textbook.

4. Emphasis should be upon programs, not individual courses. These programs should be planned in terms of expected occupational competency outcomes instead of "so many semester of years" of specific subjects.

5. Although each business skill must first be taught separately--typewriting, shorthand, and transcription--there should be evidence that these skills are integrated into a realistic office situation either through a cooperative plan or through a simulated office organization within the classroom.

6. There should be evidence of a great deal of "application-type" situations where the students try out the skills and knowledges learned. This implies the use of an office laboratory which has adequate space for discussions during problem-solving sessions and adequate equipment for testing the suggested solutions by completing integrated office projects.

   Laboratory situations also imply the development of standards of performance in keeping with realistic situations--not the number of words per minute on straight copy in typewriting or 100 words per minute with 95 percent accuracy in shorthand. This terminology lends itself to basic skill development as a means to an end but does not relate effectively to actual office standards.

   Furthermore, business machines should be used as tools in the laboratory with which practical problems are solved in preference to an automatic rotation from machine to machine in order to complete a number of textbook problems

7. There ought to be signs of flexibility in the programs offered, both in terms of ability groupings and in the time element allotted to the learning of the occupational skills, understandings, and knowledges.

"On the secondary level students are often enrolled in the stenographic program who are not yet mature enough or sufficiently motivated to succeed or who still have great weaknesses in the use of the language. By delaying their enrollment in stenography for a year and providing for the completion of the program on a post-high school level, more competent stenographers could be trained in any given community."

Criteria for High School Vocational Office Education

"The course offerings should be in keeping with the number of students available for an efficient instructional program with occupational competencies as an expected outcome. For instance, a beginning shorthand class of less than ten students or a building where beginning shorthand is offered every other year because of enrollment neither lends itself to good use of teacher time during the high school years nor to the development of vocational competencies in the stenographic area.

"A comprehensive office education program on the high school level should:

1. Provide realistic, concentrated instruction on a 2-3 hour block time pattern. The instruction should be such that basic office skills previously learned are integrated into a simulated office situation which is preceded by a teacher-directed, problem-solving session.

2. The office education laboratory should be designed to include up-to-date but basic office machines and equipment, electric typewriters, and a conference or lecture area.

3. The business machines should be used to carry out integrated office activities in preference to being learned as an independent unit on a rotation basis. It is recognised, of course, that some basic machine instruction must first take place.

4. A cooperative office program shoud be in operation. The related classroom course should not only provide the instruction necessary for success in the immediate work station but should also include education related to a future career in office occupations.

5. There should be a high level of instruction in the stenographic skills with vocational objectives and standards. This instruction should include the use of a shorthand tape laboratory.

6. Clerical training is an important aspect of the secondary school office education program. It should be in keeping with the current business needs and practices not only in the local community but also in other localities.

7. There should be adequate flexibility of programming of students so that individual differences can be accommodated. This might be accomplished by the use of the traditional "tracks" as long as there are points where students can either move from one track to another or some provision for allowing some students to take more-less time to complete certain phases of the program. A more modern approach would involve the use of a student learning center where independent study units might be developed.

8. A good office education program should include some instruction about the automated office. This should be an orientation to the subject of electronic data processing and its effect on the office occupations. The vocabulary used in the various business classes should be in line with the modern office. For instance, such terminology as "encode," "decode," and "information retrieval," should be a natural part of the instructor's classroom vocabulary."

Criteria for Post High School Vocational Office Education

"Vocational office education at the post high school level should be coordinated with the secondary office education curriculum through a leadership position to achieve continuity from one level to the other in terms of the individual student. In addition, the following criteria can be used to evaluate the post high school vocational office education in the area under study:

1. The effectiveness of post high school office education should be reflected in the business community; for instance, there should be an advisory committee which concerns itself with the development of programs which meet the present and future needs of the community. Or, the businessmen might cooperate in the operation of short clinics for office employees and also share the responsibility for the publicity needed for such clinics.

   Effectiveness of these programs might also be measured against the employment practices of the business establishments and by the number of students who enroll in private business schools or other post high school institutions for office education.

2. Both collegiate and noncollegiate office occupational education should be provided. There should be vocational education for people who wish to enter the labor market at the rank-and-file level as well as for those who wish to advance to the mid-management or administrative assistant level.

3. The range of opportunities should be flexible, diversified, and comprehensive in order to accommodate people of all age, ability, and educational levels. Flexibility in a program may be accomplished through the use of tape laboratories, independent study audio-visual programmed

materials. Flexibility in time may be accomplished by some form of modular scheduling or by arranging the instruction in units which can be completed in a specified number of sessions.

4. There should be provision for the retraining of individuals who have entered the labor market but are in need of training for a new occupation or who wish to advance to a new occupational level.

5. Refresher programs for people who are re-entering the labor market after a number of years or for those who have certain deficiencies should be provided in short clinics.

6. The collegiate level education should vary significantly from the secondary program both in structure and in depth. The collegiate program should have a broad base of general education and business concepts and should also have provisions for both a one-year and a curriculum."

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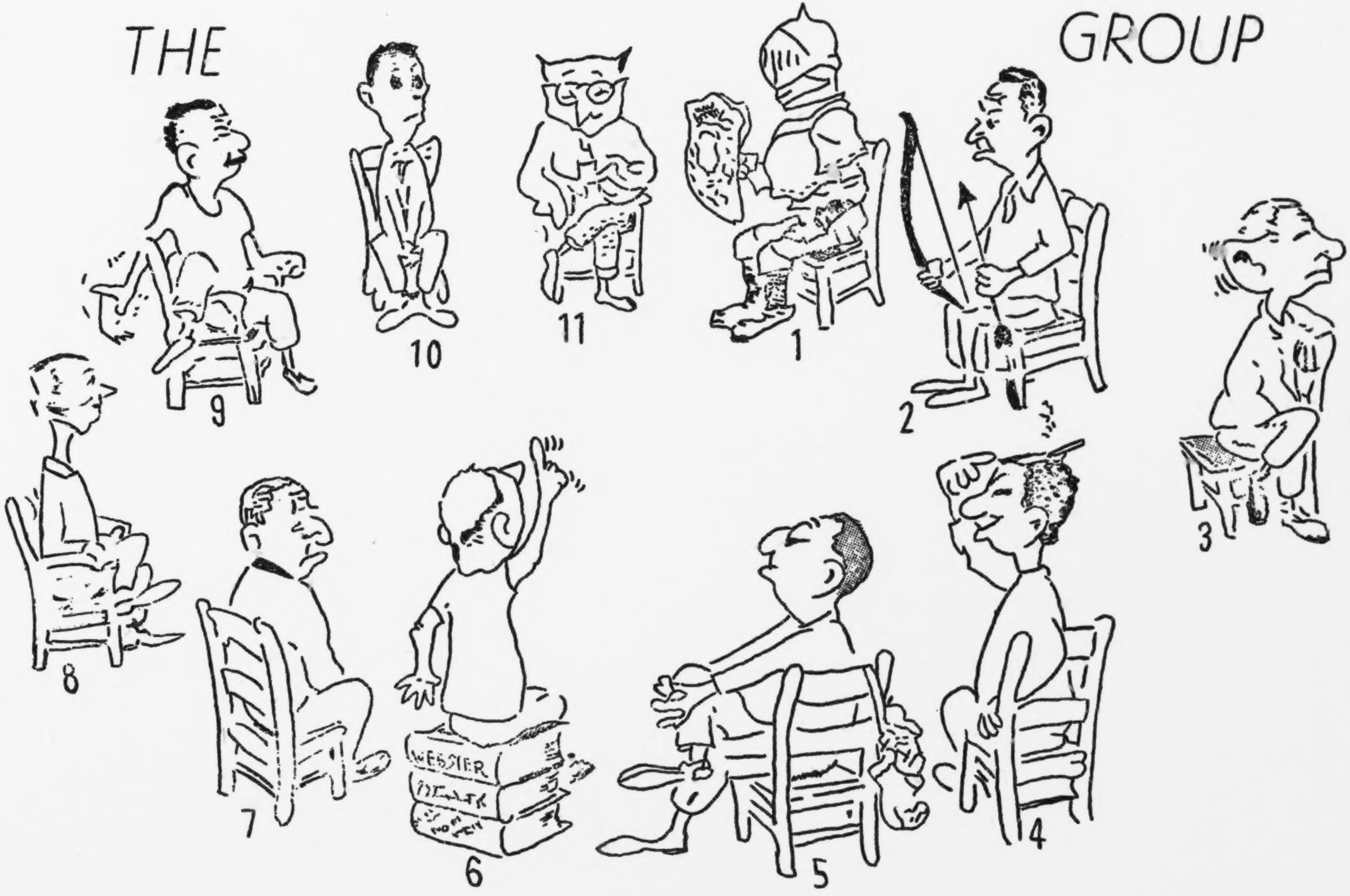
THE GROUP
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3
8
7
6
WEBSTER
5
4

ANNON.......

APPENDIX T

TEACHING CONSULTANTS AND STAFF

Personnel	Topic(s)
Dr. Mary Ellen Oliverio Columbia University, New York	Recent Developments in Business and Education
Mr. Weldon Elso, Chief Business Occupations Department of Public Instruction Division of Vocational Education State Office Building Des Moines, Iowa 50319	State Plan and Policy Bulletin In-Service Activities for Coordinators History, Development, and Future of OEA
Mr. Loren McEnany Iowa State Employment Service	Services Available to Coordinators Cooperative Technique: Education-Employment Services
Dr. Henry Borow, Professor College of Education University of Minnesota	Man in a World of Work Occupational Information
Mr. Orville Allen American Republic Insurance, Iowa	Job Description Job Analysis Interview Techniques
Mr. Thomas Rigney Dictation Disc., Co., New York	Demonstration of Shorthand Equipment and Materials
Dr. Wesley Tennyson, Professor College of Education University of Minnesota	Analysis of Worker Roles Career Development and Human Competence
Mr. Orville Allen American Republic Insurance, Iowa	Follow-up of Topics Covered on July 21 Assist students with writing
Mr. Barry Reece Field Instructor Vocational Adult Education University of Northern Iowa	Individual Instruction Techniques
Miss Jeanne Reed, Director Business Education Detroit Public Schools	Coordination Techniques and Problems

TEACHING CONSULTANTS AND STAFF (Continued)

Personnel	Topic(s)
Mrs. Mavis Sparks, Specialist Business and Office Education Instructional Materials Laboratory University of Kentucky	How to Make the Disadvantaged Youth More Employable
Mr. Peter Benton Director of Public Relations John Hancock Insurance Company Chicago, Illinois	Business Communications Between Educators and the World of Work
Mr. Donald Rieck University of Northern Iowa Audio-Visual Department	Multi-Use of Audio-Visual Equipment
Mr. James Wykle, Specialist Business and Office Occupations U. S. Office of Education	Research on Cooperative Directed and Simulated Program
Mr. Wesley Sampson Assistant Professor of Accounting University of Northern Iowa	Writing Board Systems
Mr. Donald Hutchings Hawkeye Security Insurance, Iowa	Systems and Procedures of Modern Offices
Mr. Jack Wright MIND, INC., Greenwich, Connecticut	Innovations--Teaching Techniques in Business (Adult Education)
Mr. Roy Delapenha Program Associate National Association of Manufacturers, New York	Solutions to Employment Problems Film: "The Bridge"
Mr. John Lee, State Supervisor Business and Office Education Indiana	Intensive Office Laboratory
Dr. Estelle Popham Hunter College, New York	Anticipated Outcomes of the Institute on the Disadvantaged Youth
Mr. Ronald Jarchow, Consultant Business Occupations, Iowa	Facilities for High School and Post-Secondary Office Programs

STAFF: UNIVERSITY OF NORTHERN IOWA

1. Dr. Lloyd V. Douglas, (Initiator)
   Head, Department of Business and Business Education

2. Jack C. Reed, (Director of Institute)
   Teacher Educator, Office Education

3. Lucille E. Wright, (Assistant Director)
   Teacher Educator, Office Education

4. Aurelia Prior Klink, (Instructor)
   Field Instructor, Adult Office Education

5. Oliver M. Anderson, (Instructor)
   Teacher Educator and Director of Vocational Business Education

APPENDIX U

SCHEDULE FOR

NATIONAL INSTITUTE

IN-SERVICE EDUCATION OF OFFICE OCCUPATIONS TEACHER-COORDINATORS

JULY 17 - AUGUST 11, 1967

Authorized by
Division of Adult and Vocational Research
Bureau of Research
United States Office of Education

Conducted by
Department of Business and Business Education
UNIVERSITY OF NORTHERN IOWA
Cedar Falls, Iowa
50613

SUNDAY, JULY 16

TIME	TOPICS	PERSONNEL
7:00 - 9:00 P.M.	INFORMAL RECEPTION (Hagemann Hall Lounge)	Staff
	Welcome - Introductions	Mr. Jack Reed
	Slide Presentation on "Tourist Attractions in Iowa," "Salisbury House," and "I.S.E.A. Services."	Mr. Duane Semler ISEA Representative
	Transportation Facilities	Mr. Francis Ackart
	* * * * * * * * *	
	Meet daily in Seerley Hall, Room 3. (Except Observation Days.)	

MONDAY, JULY 17

TIME	TOPICS	PERSONNEL
8:30	REGISTRATION	Registrar
	Welcome to University of Northern Iowa	Dean William Lang Vice-President
	Welcome to Department of Business and Business Education	Dr. L. V. Douglas Head
	Orientation	Mr. Jack Reed Mrs. Lucille Wright Mrs. Aurelia Klink
10:15 - 10:45	BREAK	
10:45 - 11:30	Vocational Education Act of 1963 Text, pp. 1-4	Mr. Reed
11:30 - 1:00	LUNCH - - - - - - - - - - Speaker	Dr. Howard Knutson UNI
1:15 - 2:15	The Office Occupations Education Cycle	Mr. Oliver Anderson UNI
2:15 - 3:00	Abstracting Competencies from Job Descriptions; Text, pp. 5-42	Mr. Oliver Anderson UNI
3:00 - 4:00	TOUR OF CAMPUS	Guides
	Evaluation Form	
	Application Critique	

MONDAY, JULY 18

TIME	TOPICS	PERSONNEL
8:30	Organize for Field Trip	Staff
8:45	Board bus at Greenhouse	
9:00 - 11:00	Tour Rath Packing Company -- Offices and Plant -- Waterloo	
11:00	Bus tour of points of interest in Waterloo	
	Sack Lunch in Hope Martin Park	
	Bus tour of points of interest in Cedar Falls	
1:00 - 3:00	Recent Developments in Business and Education	Dr. Mary Ellen Oliverio, New York
3:00 - 4:00	My Office Occupations Program	Participants
	Evaluation	
	Application Critique	
	Text, pp. 45-64	

WEDNESDAY, JULY 19

TIME	TOPICS	PERSONNEL
8:30 - 8:45	Question and Answer Period	Staff
8:45 - 10:00	Activities of the Research Coordinating Unit Importance of Research with Action by Coordinators	Dr. L. V. Douglas
10:00 - 10:30	BREAK	
10:30 - 11:30	Man in a World of Work	Dr. Henry Borow
11:30 - 1:00	LUNCH	
1:00 - 2:15	Occupational Information Text, pp. 66-205	Dr. Henry Borow
2:15 - 3:30	State Plan and Policy Bulletin In-Service Activities for Coordinators Evaluation Application Critique	Mr. Weldon Elsa State Department Iowa

THURSDAY, JULY 20

TIME	TOPICS	PERSONNEL
8:30 - 9:45	History, Development, and Future of O.E.A.	Mr. Weldon Else
9:45 - 10:15	BREAK	
10:15 - 11:30	Services Available to Coordinators Cooperative Technique Education - Employment Services	Mr. Charles Lee Iowa State Employment Service
11:30 - 1:00	LUNCH - - - - - - - - - - Speaker	Mr. Lloyd Turner Waterloo Mayor
1:15 - 3:30	Effective Listening Lecture, Film, Record Evaluation Application Critique	Mr. Reed and Graduate Student

FRIDAY, JULY 21

TIME	TOPICS	PERSONNEL
8:30 - 8:45	Questions and Announcements	Staff
8:45 - 10:15	Demonstration of Shorthand Equipment and Materials	Mr. Thomas Rigney New York
10:15 - 10:45	BREAK	
10:45 - 11:30	Critical Incident Report On-the-Job Observation Assignments Review	Mrs. Wright
11:30 - 1:00	LUNCH - - - - - - - - - - - - Speaker	Mr. William McKinley Mayor, Cedar Falls
1:00 - 3:30	Interview Technique Job Description Text, pp. 18-44 Narrative Report	Mr. Orville Allen Des Moines
3:30 - 4:00	Committee Review of Institute Evaluation Application Critique	

MONDAY, JULY 24

TIME	TOPICS	PERSONNEL
8:30 - 9:45	DOT and New Taxonomy, Text, p. 8 Curriculum Guides	Mr. Reed
9:45 - 10:15	BREAK	
10:15 - 11:30	Analysis of Worker Roles	Dr. Wesley Tennyson University of Minnesota
11:30 - 1:00	LUNCH - - - Businessmen as Guests	
1:15 - 2:15	Career Development and Human Competence	Dr. Wesley Tennyson
2:15 - 3:30	Application of Office Occupations Cycle Text, pp. 223-228 Evaluation Application Critique	Mr. Oliver Anderson UNI

TUESDAY, WEDNESDAY, THURSDAY, JULY 25, 26, 27

TIME	TOPIC	PERSONNEL
Regular Office Hours	FIRST WEEK On-the-Job Office Observations 1. Interview employer 2. Interview employee 3. Gather information for Job Description 4. Write Narrative Report 5. Write Critical Incident Report	Office Employers and employees

FRIDAY, JULY 28

TIME	TOPICS	PERSONNEL
8:30 - 9:30	Swap Shop on Observations	Mrs. Wright
9:30 - 10:15	Supervised Writing Session	Mr. Orville Allen and Staff
10:15 - 10:45	BREAK	
10:45 - 11:30	Continue Supervised Writing Session	
11:30 - 1:00	LUNCH	
1:00 - 2:30	Demonstration of Individual Instruction Techniques	Mr. Reed Mr. Barry Reece, UNI Graduate Students
2:30 - 3:00	Limitations of Individual Instruction	
3:00 - 3:30	Committee #2 -- Review of Institute Evaluation Application Critique	

MONDAY, JULY 31

TIME	TOPICS	PERSONNEL
8:30 - 8:45	Questions and Announcements	Mr. Reed
8:45 - 10:15	Coordination Techniques and Problems	Miss Jeanne Reed Detroit
10:15 - 10:45	BREAK	
10:45 - 11:30	Reactionary Panel A	Mr. Reed and Participants
11:30 - 1:00	LUNCH	
1:00 - 3:00	How to Make the Disadvantaged Youth More Employable	Mrs Mavis Sparks University of Kentucky
3:00 - 3:30	Reactionary Panel B.	Mrs. Klink and Participants
	Evaluation	
	Application Critique	

TUESDAY, WEDNESDAY, THURSDAY, AUGUST 1, 2, 3

TIME	TOPICS	PERSONNEL
Regular Office Hours	SECOND WEEK On-the-Job Office Observations 1. Interview the Employer 2. Interview the Employee 3. Gather information for Job Description 4. Write Narrative Report 5. Write Critical Incident Report	Office Employers and Employees

FRIDAY, AUGUST 4

TIME	TOPICS	PERSONNEL
8:30 - 10:15	Business Communications Between Educators and the World of Work	Mr. Peter Benton Chicago
10:15 - 10:45	BREAK	
10:45 - 11:30	Reactionary Panel C	Mrs. Wright and Participants
11:30 - 1:00	LUNCH	
1:00 - 2:30	Multi-Use of Audio-Visual Equipment	Mr. Donald Rieck UNI
2:30 - 3:00	Teacher Education Concepts	Mrs. Wright
3:00 - 3:30	Committee #3 -- Review of Institute	
	Evaluation	
	Application Critique	

MONDAY, AUGUST 7

TIME	TOPICS	PERSONNEL
8:30 - 10:00	Research on Cooperative, Directed, and Simulated Programs	Mr. James Wykle U.S.O.E. Georgia
10:00 - 10:30	BREAK	
10:30 - 11:30	Writing-board Systems	Mr. Wes Sampson UNI
11:30 - 1:15	LUNCH - - - - - - - - - - - - Speaker	Mr. R. Schoenecker 3 M
1:30 - 3:30	Systems and Procedures of Modern Offices	Mr. Donald Hutchings Des Moines
	Evaluation	
	Application Critique	

TUESDAY, AUGUST 8

TIME	TOPICS	PERSONNEL
8:30 - 9:45	Adult Education in Office Occupations	Mrs. Klink
9:45 - 10:15	BREAK	
10:15 - 11:30	MIND Approach to Learning	Mr. Jack Wright Connecticut
11:30 - 1:15	LUNCH	
1:30 - 2:30	"The Bridge" - Film and Discussion Business In-Service Education	Mr. Roy Delapenha New York
2:30 - 4:00	Library Research	Participants
	Evaluation	
	Application Critique	

WEDNESDAY, AUGUST 9

TIME	TOPICS	PERSONNEL
8:30 - 9:00	Evaluation of Office Occupations Programs	Mr. Reed
9:00 - 10:15	Solutions to Employment Problems	Mr. Roy Delapenha
10:15 - 10:45	BREAK	
10:45 - 11:30	Reactionary Panel D.	Mrs. Wright and Participants
11:30 - 1:00	LUNCH	
1:00 - 3:00	Intensive Office Laboratory	Mr. John Lee Indiana
3:00 - 4:00	Material Development	Participants
	Evaluation	
	Application Critique	

THURSDAY, AUGUST 10

TIME	TOPICS	PERSONNEL
8:30 - 9:00	Federal Concern and Education	Mrs. Wright
9:00 - 10:15	Anticipated Outcomes of the Institute on the Disadvantaged Youth	Dr. Estelle Popham New York
10:15 - 10:45	BREAK	
10:45 - 11:30	Group Discussion - Buzz Sessions	Mrs. Klink and Participants
11:30 - 1:00	LUNCH	
1:00 - 2:30	Facilities for High School and Post-Secondary Office Programs Text, pp. 208-220; B-1	Mr. Ronald Jarchow Des Moines
2:30 - 3:30	Institute Participant Responsibilities	Mrs. Wright
	Evaluation	
	Application Critique	

FRIDAY, AUGUST 11

TIME	TOPICS	PERSONNEL
8:30 - 11:00	Final Preparation -- Manuscript	Participants
11:00 - 11:30	Committee #4 -- Review of Institute	
11:30 - 1:00	LUNCH	
1:00 - 3:00	Cost Effectiveness Formula	Mrs. Wright
3:00 - 4:00	Conclusion (Final Grant Payment)	Staff

APPENDIX V

	Observation Stations		Director
1.	Baird and Fink Insurance and Real Estate 224 Main Street Cedar Falls, Iowa 50613	1.	Mr. Robert Fink
2.	Black Hawk County Abstract Company 501 Lafayette Street Waterloo, Iowa 50703	2.	Mr. Jack Swinehart
3.	Cedar Falls Trust & Savings Bank 222 Washington Street Cedar Falls, Iowa 50613	3.	Mr. R. D. King Vice President and Cashier
4.	Control-O-Fax Division Latta's, Inc. 2700 West Airline Highway Waterloo, Iowa 50703	4.	Mr. Wayne Davis
5.	First National Bank 302 Main Street Cedar Falls, Iowa 50613	5.	Mr. H. C. Messerer
6.	Humble Travel Service 323 East Fourth Street Waterloo, Iowa 50703	6.	Mrs. Winnie Whannel
7.	Iowa Public Service Company 422 Commercial Street Waterloo, Iowa 50701	7.	Mr. Fred W. Button
8.	John Deere Waterloo Tractor Works 400 Westfield Avenue Waterloo, Iowa 50701	8.	Mr. R. E. Burgstrum Personnel Manager
9.	KWWL Radio and TV Black Hawk Broadcasting Company 500 East Fourth Street Waterloo, Iowa 50703	9.	Mr. Tom Young Vice President
10.	John G. Miller Construction Company 222 West Mullan Avenue Waterloo, Iowa 50701	10.	Mr. Raymond Smith
11.	The National Bank of Waterloo 110 East Park Avenue Waterloo, Iowa 50703	11.	Mr. R. C. Mexdorf

Observation Stations, (continued)

12.	Peoples Bank and Trust Company 419 West Fourth Street Waterloo, Iowa 50701	12.	Mr. E. E. Bailey
13.	The Rath Packing Company Sycamore and Elm Streets Waterloo, Iowa 50703	13.	Mr. John H. Stevens Director of Personnel
14.	Sunray DX Oil Company Fourth and Franklin Streets Waterloo, Iowa 50703	14.	Mr. J. V. Rowe
15.	Titus Manufacturing Company Highway 20 Waterloo, Iowa 50703	15.	Mr. Robert Titus
16.	Viking Pump Company 406 State Street Cedar Falls, Iowa 50613	16.	Mr. Connie Nichols Personnel Manager
17.	Waterloo, City of City Hall 715 Mulberry Street Waterloo, Iowa 50703	17.	Mr. James Wilson City Clerk
18.	Waterloo Police Department City Hall 715 Mulberry Street Waterloo, Iowa 50703	18.	Mr. Robert Wright Chief
19.	Waterloo Register Company 209 Roosevelt Street Cedar Falls, Iowa 50613	19.	Mr. Ed. T. Kelly President
20.	Waterloo Savings Bank Fourth & Commercial Streets Waterloo, Iowa 50701	20.	Mr. Merle Rogers

APPENDIX W

PARTICIPANT ROSTER

Name	Mailing Address	Position
Mrs. Elizabeth Hicks	237 Green Springs Ave., S. W. Birmingham, Alabama 35211	Office Occupations Teacher
Mrs. Agatha Prator	3717 Knik Avenue Anchorage, Alaska 99503	Business & Office Education Department Chairman
Mrs. Loudene Ellis	6814 North 11 Street Phoenix, Arizona 85014	Teacher-Coordinator
Mrs. Nadine Marcum	7701 Scott Hamilton Drive Little Rock, Arkansas 72206	Coordinator, Department Head Office Occupations
Mrs. Margaret Saxon	1211 - 46th Street S. E. Washington, D. C. 20019	Office Occupations Teacher
Mr. Charles Kelley	P. O. Box 414 West Point, Iowa 52656	Office Education Coordinator
Mrs. Kathleen Hendrix	421 Macon Avenue Louisville, Kentucky 40207	Teacher-Coordinator
Miss Alice Newcomer	642 North Pontiac Trail Walled Lake, Michigan 48088	Office Coordinator
*Mrs. Rosemary Shanus	5537 Woodland Road Hopkins, Minnesota 55343	Office Coordinator
Miss Karen Kistner	1109 Arlington Independence, Missouri 64053	Coordinator, Supervisor Office Occupations
Mrs. Ann Wiles	1024 Stephens, Apt. 11 Missoula, Montana 59801	Chairman, Business and Business Education Dept. & Office Practice Coordinator
Mr. Paul Saurdiff	Humboldt County High School Winnemucca, Nevada 89445	Teacher-Coordinator Office Occupations & Distributive Ed.
Mr. Landon Reynolds	Keene High School Arch Street Keene, New Hampshire 03431	Teacher-Coordinator Office Education

PARTICIPANT ROSTER (continued)

Mrs. Rosaline Lopez	500 Valencia Las Vegas, New Mexico 87701	Office Education Teacher
Miss Judith Ann Gelardo	21 Center Street Mount Vernon, New York 10552	Business Teacher of Office Occupations
Mr. Louis Lovcik	Wyndmere, North Dakota 58081	Teacher-Coordinator Office Education
Mr. Richard Gore	3977 East 123 Street Cleveland, Ohio 44105	Cooperative Office Education Coordinator
Miss Barbara Klein	5237 Oakland Street Philadelphia, Penn. 19124	Teacher-Coordinator
Mr. David Pierce	2010 Leland Street, Apt. 8 Charleston Heights, South Carolina 29405	Business Instructor
Mr. Erwin Cleven	2808 South Lyndale Sioux Falls, South Dakota 57105	Business Inst.
Mrs. Estrella Calderon	240 Crestmont Drive El Paso, Texas 79912	Teacher-Coordinator
Miss Christine Lawlor	194 Rockingham Street Bellows Falls, Vermont 05101	Office Practice Teacher
Mrs. Doris Melton	5241 Monroe Drive Springfield, Virginia 22151	Vocational Office Teacher-Coordinator
Mr. William Moran	3800-196 S. W. Lynnwood, Washington 98036	Supervisor, Business & Distributive Education
Mr. Richard Duffy	1507 South Oakwood Road Oshkosh, Wisconsin 54901	Business Education Coordinator
Mr. Charles Lindbloom	5321 Sagebrush Cheyenne, Wyoming 82001	Business Teacher, Business Manager
Mr. Edgar Sanches-Rivera	Four Jose de Diego Naguabo, Puerto Rico 00718	Teacher-Coordinator

*Did not arrive.

APPENDIX X

UNIVERSITY OF NORTHERN IOWA

Cedar Falls, Iowa 50613

EVALUATION OF NATIONAL INSTITUTE

FOR

IN-SERVICE EDUCATION OF OFFICE OCCUPATIONS TEACHER-COORDINATORS

Participant's Evaluation

Please complete and return this form in the enclosed, addressed envelope by ____________ ___ _______.

Name ____________________	School ____________________
School Address ____________________	Telephone ____________________
Resident Address ____________________	Telephone ____________________

Write a brief statement on each of the following points.

I. EVALUATION OF EDUCATIONAL CHANGE
(Indicate changes you have made in your program as a result of the Institute)

A. Changes in Content:

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B. Changes in Classroom Methods:

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I. EVALUATION OF EDUCATION CHANGES (continued)

C. Changes in Coordination:

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D. Changes in Youth Organization:

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E. Changes in Student Selection:

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F. Changes in Placement:

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I. EVALUATION OF EDUCATION CHANGES (continued)

G. Changes in Follow-Up:

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H. Other Changes (Explain Fully)

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II. EVALUATION OF INSTITUTE TOPICS

(Rate the following list of topics you have found to be most useful in your teaching.)

(Place one check mark after each topic.)

Topic	Very Valuable	Of High Value	Of Moderate Value	Of Limited Value	Of No Value
1. Vocational Education Act of 1963					
2. Office Occupations Education Cycle					
3. Abstracting Competencies from Job Descriptions					
4. Recent Developments in Business and Education					

II. EVALUATION OF INSTITUTE TOPICS (Continued)

Topic	Very Valuable	Of High Value	Of Moderate Value	Of Limited Value	Of No Value
5. Research Coordinating Unit					
6. Man In A World Of Work					
7. Occupational Information					
8. State Plan and Policy Bulletin					
9. In-Service Activities for Coordinators					
10. History, Development and Future of O.E.A.					
11. Employment Services Available to Coordinators					
12. Effective Listening					
13. Critical Incident Report					
14. Job Description					
15. Narrative Report					
16. New Taxonomy					
17. Analysis of Worker Roles					
18. Career Development and Human Competence					

II. EVALUATION OF INSTITUTE TOPICS (continued)

Topic	Very Valuable	Of High Value	Of Moderate Value	Of Limited Value	Of No Value
19. On-the-Job Office Observations					
20. Individual Instruction Techniques					
21. Coordination Techniques and Problems					
22. How To Make The Disadvantaged Youth More Employable					
23. Business Communications Between Educators and the World of Work					
24. Multi-Use of Audio-Visual Equipment					
25. Research on Cooperative, Directed, and Simulated Programs					
26. Writing-Board Systems					
27. Systems and Procedures of Modern Offices					
28. Adult Education in Office Occupations					
29. MIND Approach to Learning					
30. The Bridge -- Film					
31. Business and In-Service Education					
32. Evaluation of Office Occupations Program					

II. EVALUATION OF INSTITUTE TOPICS (Continued)

Topic	Very Valuable	Of High Value	Of Moderate Value	Of Limited Value	Of No Value
33. Solutions to Employment Programs					
34. Intensive Office Laboratory					
35. Federal Concern and Education					
36. Cost Effectiveness					
37. Anticipated Outcomes of the Institute on the Disadvantaged Youth					
38. Facilities for High School and Post-Secondary Office Programs					
39. Manuscript					
40. Application Critique					

III. In what ways, other than you have mentioned, do you feel vocational office education benefited through your attendance at the Institute?

IV. What constructive suggestions do you have for future Institutes?

V. Would you be interested in attending an Institute composed of the same participants for one week in the summer of 1969 to follow-up the activities and imporvements in the Vocational O. E. Programs represented in the National Institute of In-Service Education for Office Occupation teacher-coordinators? Yes_____ No _____ Why?

VI. Would you advise other teacher-coordinators to enroll in a National Institute? Yes_________ No __________ Why?

VII. Comments:

OE 6000 (REV. 9-66)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

ERIC REPORT RESUME

(TOP)

ERIC ACCESSION NO.

CLEARINGHOUSE ACCESSION NUMBER

RESUME DATE: 04 -08 -68

P.A.

T.A.

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TITLE

Final Report

In-Service Education of Office Occupations Teacher-Coordinators

PERSONAL AUTHOR(S)

Wright, Lucille E. **Reed, Jack C.**

INSTITUTION (SOURCE) **University of Northern Iowa, Dept. of Bus. & Bus. Ed.**
Cedar Falls, Iowa 50613

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RETRIEVAL TERMS

IDENTIFIERS

ABSTRACT

The first National Institute for In-Service Education of Office Occupations Teacher-Coordinators was conducted at the University of Northern Iowa, Cedar Falls, Iowa, from July 17 to August 11, 1967. Twenty-six participants attended.

The purpose of the Institute was to organize a four-week course of study to provide the participants with classroom instruction and practical field observations as related to the Office Occupations Educational Cycle.

Each participant spent three days in each of two offices. They prepared job descriptions, job narratives, critical incident reports, and a manuscript as a final project.

Nationally known resource persons presented material relative to the Office Occupations Educational Cycle. Considerable attention was given to the teaching of the disadvantaged youth.

An accepted responsibility of each participant was to return to his state and formulate a plan to disseminate the Institute information. The goal was to disseminate the material nationwide.

Evaluation techniques were used during the Institute and following. A six-month follow-up by the use of a questionnaire to each participant was used and also personal visitation studies were made to selected programs.